



# Instructor's Guide

## Top Careers in Two Years

## PUBLIC SAFETY, LAW, AND SECURITY

### Introduction

---

This Instructor's Guide provides information to help you get the most out of *Top Careers in Two Years: Public Safety, Law, and Security*. 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 public safety, law, and security.
- Describe the particular personal skills, talents, and interests that are the keys to success in various public safety, law, and security jobs.
- Describe what a typical work week encompasses for the various jobs in public safety, law, and security.
- List the duties, functions, and responsibilities of various jobs in public safety, law, and security.
- 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 each 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 Public Safety, Law, and Security 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 Standards**Fundamentals 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.

## **Public Safety, Law, and Security Career Cluster**

Planning, managing, and providing legal, public safety, protective services, and homeland security, including professional and technical 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

---

The U.S. Department of Labor predicts a 29 percent jump in criminal justice-related positions within the next few years! This program introduces nine individuals who help protect others in very different ways: a firefighter, a police officer, an EMT, and a park ranger, careers on the front lines of public safety; a forensic scientist, a paralegal, and a legal secretary, behind-the-scenes careers in the legal profession; and a security specialist and a corrections officer, careers that involve keeping businesses secure and convicts in custody.

## Main Topics

---

### Topic 1: Introduction

The program opens with examples of how the daily work of careers in public safety, law, and security helps make a difference to communities and to the country, in general.

### Topic 2: Top Careers in Public Safety

Viewers gain perspective on how service and sacrifice can combine into a rewarding career as a firefighter, police officer, or emergency medical technician (EMT).

### Topic 3: Top Careers in Law

From unfolding courtroom dramas to busy, analytical labs, the field of law offers varied work locations and diverse career options. In this section, viewers learn what it takes to be a forensic scientist, a paralegal, and a legal secretary, from three professionals who know the ropes.

### Topic 4: Top Careers in Security

The program concludes by highlighting three careers in security. A security specialist, a corrections officer, and a park ranger all share their personal experiences of being on the job.

## Fast Facts

---

- Every 20 seconds a fire department responds to a fire somewhere in the nation.
- When Ruth Bader Ginsburg was appointed by President Clinton to the U.S. Supreme Court, she was only the second woman in history to hold this position. Ginsburg began her career as a legal secretary after graduating from Columbia Law School because at the time, law firms would not hire a female associate.
- Comedienne and talk show host Ellen DeGeneres worked as a paralegal before making it in show business.

- Basketball superstar Shaquille O'Neal was once a reserve officer with the Los Angeles Port Police and then a reserve officer with the Miami police force.
- In the 1920s, Benton MacKaye, a U.S. Forest Service worker and wilderness advocate, was convinced that the pace of urban and industrial life was harmful. He conceived of the idea for the Appalachian Trail, a hiking trail which today stretches 2,175 miles from Maine to Georgia.
- While training to become a paramedic in New York City, former Van Halen frontman David Lee Roth saved the life of a heart attack victim by using a defibrillator.
- More than 1 in every 31 American adults are on probation or parole, in jail or prison, according to 2007 data from the U.S. Bureau of Justice Statistics. State correctional budgets increased 145 percent from 1986 to 2001, according to the Bureau.
- The choice to place the hugely successful original *CSI: Crime Scene Investigation* series in Las Vegas was not random. Among U.S. crime labs, Las Vegas is the second most active, surpassed only by the FBI lab at Quantico, Virginia.
- In 1972, Frank Wills, a private security guard working at the Watergate complex — the location of the Democratic National Committee headquarters — uncovered a break-in that triggered a chain of events that exposed the Watergate scandal and eventually led to the resignation of President Richard Nixon.

## 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.

**correctional facility:** A facility for the confinement of individuals accused or convicted of criminal or delinquent activity.

**corrections officer:** A person charged with the responsibility of the supervision, safety, and security of prisoners in a prison, jail, or similar form of secure custody.

**criminal justice:** The people, processes, institutions, and laws associated with the defining, monitoring, and enforcement of rules.

**Department of Homeland Security (DHS):** A Cabinet department created in 2003 primarily to deal with the threat of terrorism.

**Emergency Medical Technician (EMT):** A healthcare specialist with particular skills and knowledge in pre-hospital emergency medicine.

**firefighter:** A person who is trained and equipped for firefighting — extinguishing fires and heat-emitting chemical incidents.

**forensics:** Scientific tests or techniques used in the investigation of crimes.

**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 can also be other adults seeking skills for a new career.

**law:** A system of rules usually enforced through a set of institutions, which affects politics, economics, and society in numerous ways.

**legal secretary:** A person who works in the legal profession, typically assisting lawyers.

**litigation:** A legal proceeding in a court; a judicial contest to determine and enforce legal rights.

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

**natural disasters:** Material damage arising out of cyclones, hurricanes, hail, earthquakes, volcanic eruptions, avalanches, flooding, etc.

**paralegal:** A person, usually with special training but who has not earned a law degree, who works under the supervision of a lawyer.

**park ranger:** A person in charge of protecting and preserving parklands — national, state, or provincial parks.

**police officer:** An employee assigned to the police department whose primary duties are engagement in the enforcement of law and maintenance of order within the state and its political subdivisions.

**public safety:** The prevention of and protection from events that could endanger the safety of the general public from significant danger, injury, harm, or damage, such as crimes or disasters, either natural or man-made.

**security:** Literally, the state of being free from danger or injury. As a field, it is a department responsible for the security of the institution's property and workers.

**terrorism:** The systematic use of terror especially as a means of coercion, intended to create fear and deliberately target or disregard the safety of noncombatants.

**toxicology:** The study of the adverse effects of chemicals on living organisms. The study of symptoms, mechanisms, treatments, and detection of poisoning, especially the poisoning of people.

**trace evidence:** The trace of residue, no matter how slight, resulting from an object coming into contact with another object and leaving a minute sample on the contact surfaces.

**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. How are the fields of public safety, law, and security interrelated? What is unique about each field?
2. Name some careers in each area of public safety, law, and security. Which area has the most diverse range of career possibilities? Why is that so?
3. What experiences have you had with professionals in public safety, law, and security? What was the situation and how was it handled? What traits do you remember the professional exhibiting? If you were in his or her shoes, what, if anything, would you have done differently in the situation?
4. Do you think the careers depicted in movies and on television shows are portrayed accurately? Expound on your opinion, citing specific examples.
5. Which careers do you believe would be the toughest emotionally? Which would be the most rewarding?



## Post-Program Discussion Questions

---

1. What is the Department of Homeland Security? What was its original mission? How has it changed since its inception?
2. Do you think there will be more or less interest in careers in this cluster in the next few years? Why? What factors could affect job growth in these areas?
3. In what ways can additional training help in each of these three fields? What are typical areas of concentration or preferable subject areas/classes to take?
4. Which careers tend to have regular 9-5 hours? More shiftwork? More overtime?
5. How do you think the three fields have changed in the past five years? 10 years? 50 years? 100 years? How could they change in the immediate future? In 100 years?

## Individual Student Projects

---

- Write a story that demonstrates your knowledge of the interconnectivity of the careers and fields in this cluster by tracing the role of various professionals involved in the scenario. Be as detailed as possible in each of the professional's job responsibilities.
- Consider your strengths, weaknesses, and interests and list them all in a grid. For which specific profession(s) in this career cluster 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.
- Do you know someone personally who is a professional in public safety, law, or security? If possible, shadow the individual for the day to gain insight into his or her job responsibilities. Then interview the person to understand the full picture, including how the person got started in the field (and advanced in it, if applicable), what particular skills or talents were most essential to be effective in the job, what education the individual had or wished s/he had, and any interesting facts or stories about the job itself. Profile the professional in a paper, video interview, or presentation.

## Group Activities

---

- With a show of hands, see which of the three areas most interests the students in the class. Create a pie chart or bar graph of the three main areas, a second one that details the specific career choices, and a third one that details each student's least favorite career. Then, discuss the results, touching upon the leading influences and underlying reasons for the students' choices.
- Place a wide variety of careers from this cluster in a hat, then pair up students and have each student select two careers from the hat. What qualities and personality traits are preferable, and what kinds of training or courses are advisable to excel in each career? Students in the pairs will switch off playing interviewer and interviewee, and try to stump one another with challenging questions.
- In small teams, create a "guidance counselor's information session" to present to students who are considering a career in forensic science. Prepare materials for the discussion, including hand-outs and questions to write on the board. Then select one spokesperson for your group and provide an overview of the field and areas of specialty to the rest of the class.

## Internet Activities

---

- Does gender play any role in success and advancement? Has this always been the case? Write a research paper that details how gender alone has been a factor in one of the three fields in this career cluster in past years, citing specific examples. Include how you think being a female or male in a particular role will change in the future and the reasons why the changes will occur.
- Divide the students into small groups, and ask each group to use some of the resources discussed in the program and / or the series' accompanying books to research and compile some general salary and wage information. Have all groups report back their findings and their reactions. What did they discover that surprised them? Why are there salary discrepancies between jobs? Encourage students to feel comfortable researching and understanding different types of compensation.
- Do you believe that job opportunities in the fields of security and corrections will increase or decrease in the next twenty years? Why? How have the fields changed over the past hundred years? Create a timeline that highlights key events in history.

## Assessment Questions

---

- Q1.** What three things does a forensic scientist do, according to the program?
- Q2.** True or False? According to the program, providing legal advice is one of the most important roles of a legal secretary.
- Q3.** The DHS was initially created with the goal of improving and shoring up which of the following phases? (Select all that apply.)
- a) Patrolling
  - b) Preparedness
  - c) Prevention
  - d) Reconnaissance
  - e) Recovery
  - f) Response
- Q4.** In what year was the Department of Homeland Security created?
- a) 2001
  - b) 2002
  - c) 2003
  - d) 2004
- Q5.** What is the chain of command in security? Place each of the following in its appropriate place in the chain of command from HIGHEST to LOWEST:
- a) Captain
  - b) Chief
  - c) Corporal
  - d) Lieutenant
  - e) Police Officer
  - f) Sergeant
- Q6.** According to the program, why is experience in law enforcement, the military, or firefighting helpful to have in the field of security?
- Q7.** True or False? According to the program, forensic scientists' work is becoming more scientific (as opposed to purely observational) than it has been in years past.

- Q8.** Which of the following is true about interest in law careers? (Select all that apply.)
- a) Interest is decreasing.
  - b) Interest is soaring.
  - c) The BLS estimates a 27% increase in paralegal jobs in the next few years.
  - d) The BLS estimates a 36% increase in forensic jobs in the next few years.
- Q9.** Which of the following can be typical work shifts in public safety careers? (Select all that apply.)
- a) 8-hour shifts
  - b) 12-hour shifts
  - c) 24-hour shifts
  - d) On-call shifts
- Q10.** Name as many duties and personality traits as you can that are mentioned in the program, all starting with "c," that apply to careers in public safety.

## Assessment Questions Answer Key

---

**Q1.** What three things does a forensic scientist do, according to the program?

**A1.** *The three things a forensic scientist must do are: analyze evidence, interpret evidence, and get to the truth.*

**Q2.** True or False? According to the program, providing legal advice is one of the most important roles of a legal secretary.

**A2.** *This statement is false. According to the program, being the point of contact for a client is one of the most important roles of a legal secretary. Legal secretaries are NOT allowed to give legal advice.*

**Q3.** The DHS was initially created with the goal of improving and shoring up which of the following phases? (Select all that apply.)

- a) Patrolling
- b) Preparedness
- c) Prevention
- d) Reconnaissance
- e) Recovery
- f) Response

**A3.** *The correct answers are b, c, e, and f.*

**Q4.** In what year was the Department of Homeland Security created?

- a) 2001
- b) 2002
- c) 2003
- d) 2004

**A4.** *The correct answer is c.*

**Q5.** What is the chain of command in security? Place each of the following in its appropriate place in the chain of command from HIGHEST to LOWEST:

- a) Captain
- b) Chief
- c) Corporal
- d) Lieutenant
- e) Police Officer
- f) Sergeant

**A5.** *The correct answer (from highest rank to lowest rank) is: b, a, d, f, c, e (Chief, Captain, Lieutenant, Sergeant, Corporal, Police Officer).*

- Q6.** According to the program, why is experience in law enforcement, the military, or firefighting helpful to have in the field of security?
- A6.** *All three provide an understanding of the chain of command, which is important in the field of security.*
- Q7.** True or False? According to the program, forensic scientists' work is becoming more scientific (as opposed to purely observational) than it has been in years past.
- A7.** *This statement is true.*
- Q8.** Which of the following is true about interest in law careers? (Select all that apply.)
- a) Interest is decreasing.
  - b) Interest is soaring.
  - c) The BLS estimates a 27% increase in paralegal jobs in the next few years.
  - d) The BLS estimates a 36% increase in forensic jobs in the next few years.
- A8.** *The correct answers are b, c, and d.*
- Q9.** Which of the following can be typical work shifts in public safety careers? (Select all that apply.)
- a) 8-hour shifts
  - b) 12-hour shifts
  - c) 24-hour shifts
  - d) On-call shifts
- A9.** *All of these are correct answers.*
- Q10.** Name as many duties and personality traits as you can that are mentioned in the program, all starting with "c," that apply to careers in public safety.
- A10.** *Community service, crime-fighting, car accident response, controlling tempers and situations, critical thinking skills, compassionate, cool and calm under pressure, communication skills, confidence, caring for people, chain of command*

## Web Sites

---

### General

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

### Firefighter

- [www.fireprep.com](http://www.fireprep.com)
- [www.iaff.org](http://www.iaff.org): International Association of Fire Fighters
- [www.usfa.dhs.gov](http://www.usfa.dhs.gov): U.S. Fire Administration
- [www.usfa.dhs.gov/training/nfa](http://www.usfa.dhs.gov/training/nfa): The National Fire Academy

### Legal Secretary

- [www.legalsecretaries.org](http://www.legalsecretaries.org): Legal Secretaries International, Inc.
- [www.nals.org](http://www.nals.org): The National Association for Legal Professionals
- [www.legalsecretarycareers.com](http://www.legalsecretarycareers.com): Legal Secretary Careers

### Paralegal

- [www.nala.org](http://www.nala.org): The National Association of Legal Assistants
- [www.paralegals.org](http://www.paralegals.org): The National Federation of Paralegal Associations
- [www.legalassistanttoday.com](http://www.legalassistanttoday.com): Legal Assistant Today

### Patrol Officer

- [www.lawenforcementjobs.com](http://www.lawenforcementjobs.com): Law Enforcement Jobs
- [www.officer.com](http://www.officer.com): Officer.com
- [www.policetraining.net](http://www.policetraining.net): Policetraining.net

### Park Ranger

- [www.thesca.org](http://www.thesca.org): Student Conservation Association
- [www.sep.nps.gov](http://www.sep.nps.gov): Seasonal Employment Program, National Park Service
- [www.anpr.org](http://www.anpr.org): Association of National Park Rangers

### Paramedic/Emergency Medical Technician

- [www.naemt.org](http://www.naemt.org): National Association of Emergency Medical Technicians
- [www.nremt.org](http://www.nremt.org): National Registry of Emergency Medical Technicians
- [www.firemanemtparamedic.com](http://www.firemanemtparamedic.com): FiremanEMTParamedic.com
- [www.emsvillage.com](http://www.emsvillage.com): EMSvillage.com

**Corrections Officer**

- [www.aca.org](http://www.aca.org): American Correctional Association
- [www.correctionscorps.com](http://www.correctionscorps.com): Correction Corporation of America
- [www.corrections.com](http://www.corrections.com): Where Criminal Justice Never Sleeps

**Forensic Specialist**

- [www.icsia.org](http://www.icsia.org): International Crime Scene Investigators Association
- [www.theiai.org](http://www.theiai.org): International Association for Identification
- [www.aafs.org](http://www.aafs.org): American Academy of Forensic Sciences
- [www.aafs.org/yfsf/index.htm](http://www.aafs.org/yfsf/index.htm): Young Forensic Scientists Forum

**Private Security Specialist**

- [www.asisonline.org](http://www.asisonline.org): ASIS International
- [www.securitymanagement.com](http://www.securitymanagement.com): Security Management
- [www.nasco.org](http://www.nasco.org): National Association of Security Companies

**Homeland Security Worker**

- [www.dhs.gov](http://www.dhs.gov): Department of Homeland Security
- [www.twotigersonline.com](http://www.twotigersonline.com): National Homeland Security Knowledgebase

## Additional Resources from [www.films.com](http://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](http://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](http://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](http://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

### Careers in Criminal Justice

- VHS/DVD/Digital On-Demand
- Viewable/printable instructor’s guide online
- Closed captioned
- Preview clip online at [www.filmsmediagroup.com](http://www.filmsmediagroup.com)
- Correlates to educational standards and is aligned with textbooks
- Order #: 29135

This program looks at a number of different occupations in criminal justice, ranging from entry-level positions to those requiring a four-year degree. Experts and people on the job share firsthand information about what their work is like. Some of the occupations discussed include local and state police officers, detectives, correctional officers, bodyguards, FBI agents, probation and parole officers, private investigators, and special government agents. A Meridian Production. (22 minutes) © 2002

**Forensics: The Science of Materials**

- CD-ROM (Windows and Macintosh)
- Order #: 12066

This CD-ROM takes the user through a compelling interactive detective story, beginning with a crime and focusing on the collection and analysis of evidence. Forensics experts at the police department point out the differences between natural and synthetic fibers; the properties of metals, plastics, and oil; and the information contained in a single strand of hair. This easy-to-use CD-ROM is the perfect introduction to the science of forensics and contains 40 minutes of video; background information in the form of text, graphs, and statistics; activities; and Internet links. ©2000.

**Technocops**

- VHS/DVD/Digital On-Demand
- Preview clip online at [www.filmsmediagroup.com](http://www.filmsmediagroup.com)
- Order #: 31011

Law enforcement has changed dramatically over the last decade, and technology is a major reason. This program looks at several cutting-edge systems and devices currently in use by police departments and federal agencies around the country. Some of the crime-fighting technologies featured are fiber-optic surveillance cameras, facial recognition scanners, robotic chassis for bomb disposal, and Shotspotter, a network of acoustic sensors that triangulates the location of gunfire. Among those interviewed is inventor Mike O'Dwyer, whose VLE handgun is the first electronic "smart gun," a pistol that recognizes its owner and can fire lethal and nonlethal rounds. A Discovery Channel Production. (51 minutes) © 2002

**Law, Public Safety & Security**

- VHS/DVD/Digital On-Demand
- Closed captioned
- Preview clip online at [www.filmsmediagroup.com](http://www.filmsmediagroup.com)
- Correlates to the National Standards for Life Work
- Order #: 32128

To serve and protect—whether as a paralegal, EMT, police officer, or in a host of other roles—that's what the challenging occupations in this Cluster mean. This program profiles a number of men and women who work in these fields, highlighting how they got started in terms of training and education. A Cambridge Educational Production. (22 minutes) © 2004

**NYPD at Close Range**

- VHS/DVD/Digital On-Demand
- Viewable/printable instructor's guide online
- Closed captioned
- Preview clip online at [www.filmsmediagroup.com](http://www.filmsmediagroup.com)
- Correlates to education standards
- Order #: 31988

With nothing staged or dramatized, this 4-part series portrays with gritty, often sobering realism how crimes are solved by specialized units of the New York City Police Department. Cameras travel with the officers, capturing investigative details and the methods employed, while candid interviews and ongoing commentary lend further insight into the law enforcement profession. The series includes *The NYPD Narcotics Unit*; *The NYPD Vice Division*; *The NYPD Emergency Services Unit*; *The NYPD Homicide Unit*. (54 minutes each) © 2002

**EMT**

- VHS/DVD/Digital On-Demand
- Viewable/printable instructor's guide online
- Closed captioned
- Preview clip online at [www.filmsmediagroup.com](http://www.filmsmediagroup.com)
- Correlates to national and state board certification standards
- Order #: 37253

This program guides students through the duties of the EMT-Basic and EMT-Paramedic, the skills and personality traits both require, and the financial and personal advantages that these positions offer. Featuring interviews with veterans of the profession, the program describes the 110-hour class and national or state registry exam an aspiring EMT must complete, along with specific functions—for EMT-Bs, supporting an ambulance team in the field and during patient transport, maintaining vitals and airway access, controlling bleeding, basic splinting, and applying a cervical collar; and for EMT-Paramedics, traction splinting, patient status assessment, and other functions that prepare patients for emergency room care. Both the Hollywood-style excitement and the routine aspects of EMT life are emphasized, in addition to the best high school courses and volunteer opportunities in which a would-be EMT should get involved. A Meridian Production. (22 minutes) © 2008

**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