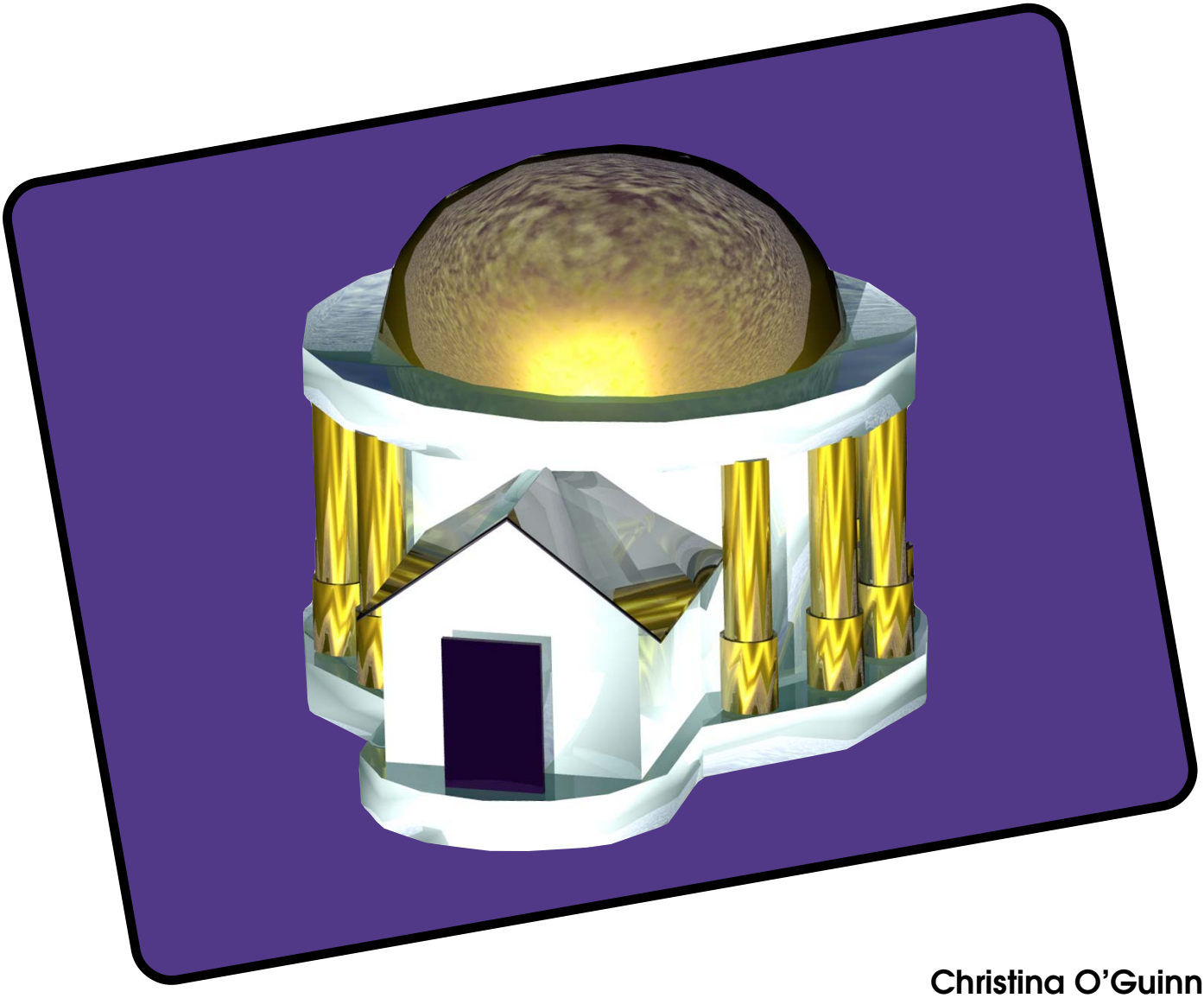
Occupation Student Sheets



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Introduction

This packet includes all of the student worksheets, overhead transparencies and a generic evaluation rubric intended to be used with the Astro-Venture Occupation Lessons. These lessons can be accessed by going to:
<http://astroventure.arc.nasa.gov/is/occupation_lessons.htm >.

The lesson with which each blackline corresponds is identified on each page.

Trading Card Template Directions

Directions

- Choose a NASA occupation that you would like to have.
- Draw and color a picture of yourself or glue a photo of yourself **upside down**.
- Fill out the form using the instructions to the right of each blank.
- Cut out form.

(An example is shown below)

Fold Here

Trading Card Template

Name:_____

Fold Here

Name: *Fill in your name.*

Title: *Fill in the occupation you chose.*

What I do: *Describe the job activities of this occupation.*

Education: *What degrees would you need to have this job?*

Experience: *What kind of job experience would help you get this job?*

Skills: *What skills do you have that are good for this occupation?*

Interests: *What do you like to do when you're not in school?*

Cool quote by you or someone you admire.

Self-Evaluation Worksheet

Name_____

Directions: Think about and mark the things that you like, are good at and that are important to you. These are things you want to consider when selecting an occupation.

Activities	**Interests** (I really like these things.)	**Skills** (These things are easy for me.)
Example: reading	√	
Language arts:		
writing stories		
writing reports		
reading		
Math:		
solving problems		
making graphs		
working on the computer		
designing a machine		
doing puzzles		
reasoning and logic		
paying attention to patterns and details		
Art:		
drawing		
painting		
designing buildings or gardens		
creating pictures or multimedia on the computer		

CAREERS

Activities	Interests (I really like these things.)	Skills (These things are easy for me.)
Science:		
solving mysteries		
learning about the Earth		
learning about weather		
learning about animals, plants and humans		
learning about space		
learning about forces and energy		
learning about how machines work		
Social Studies:		
leading and persuading people		
learning about different cultures		
learning about different languages		
learning about history		
learning about how government works		
learning about law		
learning about economics		
learning about different languages		
PE		
playing sports		
coaching sports		
exercising		

CAREERS

Activities	Interests (I really like these things.)	Skills (These things are easy for me.)
Performing:		
writing music		
performing music		
dancing		
acting for an audience		
speaking before an audience		
Working with ideas data and information:		
researching		
organizing things		
keeping records		
remembering things		
planning step-by-step		
using my imagination		
finding answers to questions		
coming up with ideas		
being creative		
Working with things:		
using tools or machines		
building things		
washing cleaning or preparing		
putting things together		
growing things		

CAREERS

Activities	**Interests** (I really like these things.)	**Skills** (These things are easy for me.)
working with the computer		
figuring out how things work		
Working with people:		
leading a team		
teaching or giving information		
helping others		
following instructions		
talking to people		
working with others		
persuading people		
solving problems between people		
leading group discussions		
being in charge of a project		
Other:		
getting things done		
doing detailed work		
learning new things		
working at a problem until I find a solution		
making decisions		
working hard to reach goals		

CAREERS

I work best with:

____ quiet
____ the radio on
____ just myself
____ lots of other people
____ a small group
____ children
____ older people
____ people just like me
____ people different from me
____ animals
____ people who need my help
____ words and books
____ computer programs
____ numbers
____ building materials
____ art materials

What's most important to you?

Put a "1" next to the most important, a "2" next to the second most important and so on.

____ Liking my job
____ Making money
____ Having time to spend with my family
____ Having a job where I help people
____ Being famous or powerful
____ Having a job that's physically safe
____ Having a job that is secure (that I won't lose easily)
____ Having a job with good insurance, vacation, retirement, stocks, etc.
____ Being recognized for my work

I like to:

____ travel a lot
____ travel once in a while
____ be outdoors all of the time
____ be outdoors some of the time
____ be indoors all of the time

How much education or training do you want to have?

____ Attend high school
____ Graduate from high school
____ Attend a vocational-technical school (that trains me for a specific job, such as beauty school, police academy, etc.)
____ Attend a two-year community college
____ Attend a four-year college or university for four years to earn a bachelor's degree
____ Attend a university for two years after a bachelor's to earn a master's degree
____ Attend a university for five or more years after a bachelor's to earn a Ph.D.
____ Attend a professional school (medical, dental, law)

Researching NASA Occupations

Name:_____

Directions: Visit the following Web sites. Take notes on at least five NASA occupations that interest you.

Astro-Venture: <http://astroventure.arc.nasa.gov/is/fact_sheets.html>
NASA Quest: <http://quest.nasa.gov/services/people.html>
NASA SpaceLink: <http://spacelink.nasa.gov/Instructional.Materials/Curriculum.Support/Careers/.index.html>
NASA Jobs: <http://nasajobs.nasa.gov/>
Careers in Earth Science: <http://kids.earth.nasa.gov/archive/career/index.html>
Career Opportunities in Aerospace Technology: <http://www.jsc.nasa.gov/ah/jscjobs/career/page1.htm>
NASA Facts: <http://www.dfrc.nasa.gov/trc/careers/index.html>
How to become an astronaut: <http://spaceflight.nasa.gov/outreach/jobsinfo/astronaut.html>
ALLSTAR Network: <http://www.allstar.fiu.edu/aero/career2.htm>
Meet the people who… <http://pao.gsfc.nasa.gov/gsfc/people/meet.htm>
NASA Glenn Biographies: <http://www.grc.nasa.gov/WWW/PAO/html/bios.htm>

Job Title	**Job Description** What does this person do?	**Skills** What is this person skilled in?	**Education** What education does this person have?	**Web Address** I found this at: http://	**What I like** I like this job, because …	**Matches** List any skills, interests or values that you have that match this job.

Job Title	Job Description What does this person do?	Skills What is this person skilled in?	Education What education does this person have?	Web Address I found this at: http://	What I like I like this job, because …	Matches List any skills, interests or values that you have that match this job.

How many different NASA occupations can you find? List them below.

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

If I could work at NASA…

Using the research you gathered about NASA occupations, choose your favorite to write about.
Be sure to include:

- a description of the job;
- the skills and requirements necessary for this job;
- why you chose this job;
- a plan for how you could have this job in the future.

Occupations Reflection Sheet

Name:_____

Directions: After participating in an Astro-Venture chat or Web activity, evaluate the NASA occupation of the person you met or role-played.

Occupation Title	What I like about this occupation is …	What I don’ t like about this occupation is …

If I could have any of these occupations, I would be a _____, because

_____

Comparison of Educational Institutions Table

Use the Internet and go to Web sites for a vocational school, community college, public and private college or university and fill in the information in the form below.

- Try visiting Yahoo! <http://www.yahoo.com and selecting "US States" under "Regions."
- Then select the state of your choice.
- Next, click "Education."
- This will give you a list of links for universities, colleges and vocational schools for that state. At each site, look for admission requirements, high school courses required, tuition costs and degrees offered.

The following are some links for institutions in California that can be used as examples. Also included are links to two databases of national institutions:

- San Jose State University
  <http://www.sjsu.edu>
- San Jose State University High School Requirements
  <http://soar.sjsu.edu/web-dbgen/soar/admission/n213.html>
- San Jose State University Freshman Admission Requirements
  <http://soar.sjsu.edu/web-dbgen/soar/admission/n8.html>
- DeAnza Community College
  <http://wwwdeanza.fhda.edu/>
- DeAnza Community College Who May Attend?
  <http://wwwdeanza.fhda.edu/admissions/info.shtml>
- RWM Vocational School Database
  <http://www.rwm.org/rwm/>
- United Education Institute Admissions (vocational school)
  <http://www.uei.org/frame_admissions.html>

Comparison of Educational Institutions Table

Name:_____

	Vocational School	Community College/ Junior College	Public College or University	Private College or University
Degrees/Certificates Offered				
Certificate				
Associate degree				
Bachelor's degree				
Master's degree				
Doctorate				
Average Cost				
Requirements for Admission				
High School GED				
High School diploma				
English				
Mathematics				
U.S. history/government				
Science				
Foreign language				
Visual or performing arts				
Electives				
Grade point average				
Tests				
Other requirements				

NASA Occupation Educational Requirements Chart

Key X = Required D = Highly desired for research positions

	Astrophysicist	Physical Science Technician	Engineer	Engineering Technician	Computer Specialist	Computer Scientist	Life Scientist	Psychologist
Salary Range*	$30,443-$83,481	$21,967-$58,577	$30,443-$83,481	$21,967-$58,577	$30-443-$70,202	$30,443-$70,202	$30,443-$83,481	$30,443-$83,481
Requirements and Recommendations								
High school diploma	X	X	X	X	X	X	X	X
Two years of specialized training**		X		X				
Bachelor' s degree	X		X		X	X	X	X
Doctorate	D		D		D	D	D	D

* The given figures are approximate estimates of typical employees in each position as of 2000. Salary depends on the level of experience and training an employee has. Each NASA center differs, and it is not unusual to advance above the given ranges.

** Specialized training may come from work experience, training in a vocational school, junior or community college.

NASA Occupation Educational Requirements Chart (continued)

<u>Key</u> X = Required D = Highly desired for research positions

	Mathematician	Executive Manager	Project Manager	Chemist	Geologist	Meteorologist	Social Scientist	Technical Communicator
Salary Range*	$30,443-$83,481	$89,264-$116,042	$30,443--$83,481	$30,443-$83,481	$30,443-$83,481	$30,443-$83,481	$30,443-$83,481	$24,578-$70,202
Requirements and Recommendations								
High school diploma	X		X	X	X	X	X	X
Two years of specialized training**								X
Bachelor' s degree	X		X	X	X	X	X	
Doctorate	D		D	D	D	D	D	

* The given figures are approximate estimates of typical employees in each position as of 2000. Salary depends on the level of experience and training an employee has. Each NASA center differs, and it is not unusual to advance above the given ranges.

** Specialized training may come from work experience, training in a vocational school, junior or community college.

Planning for an Occupation Sheet

Name:_____

Long-Term Goal: The occupation I would like to have is _____.

Requirements for this position	
Education (degree, subjects)	
Skills and interests	
Experience	

Short-Term Goals: To reach this goal I can do the following:

	Classes I will take:	Extra curricular activities I will participate in:	Types of summer jobs I will try to find:	Other : (take SAT, ACT, apply to colleges, apply for jobs, talk to parents)
Now				
In high school				
After high school				

Parent Section: I have read my child's plan. My comments are:

_____

_____

_____
Parent's signature

Generic Rubric

	4 You're looking to be promoted!	3 You're qualified to do your job	2 Some training might help	1 Still learning your job?
Completeness	• Complete • Extra information is given.	• Complete	• Missing one or two key parts	• Incomplete • Inadequate • Needs to be redone
Grammar/ Spelling	• Well-written, clear • Grammar and spelling are accurate.	• Grammar and spelling are acceptable.	• May have some grammar or mistakes	• Grammar and spelling errors prevent the audience from understanding the content.
Neatness / Creativity	• Very neat and well-organized • Many creative and original ideas are included.	• Neat and organized • Some creative ideas are included.	• Neatness or organization needs improvement	• Neatness or organization prevents the audience from understanding the content.
Content	• Accurate • In-depth	• Accurate	• Inaccurate	• Inaccurate and incomplete

Contributed by Nancy Stubbs from Rancho Del Rey Middle School in Chula Vista, California