Career Exploration - Learning About Myself

Materials

- Device with projection capability (for teacher use) i.e. projector, interactive flat panel, etc. for introductory discussions
- **If students will be creating a physical project:* large poster paper, markers, magazine/newspaper images
- **If students will be creating a digital project:* computer (with internet access) and access to software for digital posters (i.e. Google Drawings)
- Digital handouts

Standards

(6-8)SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

(6-8)SL1a: Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

(6-8)SL1b: Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

(6-8)SL5: Include digital media and/or visual displays in presentations to clarify claims and findings and emphasize salient points.

(6-8)L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

Procedure

1. Introduce the lesson by describing the topic and an overview of the activity.

   Share the following vocabulary terms and give students time to brainstorm the definitions either independently or collaboratively in partnerships or small groups.

   - Career

- Career awareness
- Interest
- Self awareness
- Skill
- Work
- Work environment

NOTE: This activity could also be done as a whole class using SMART's Lumio or an equivalent interactive software.

2. Pose the following question to your class:

"Why is it important to consider what you like when you start thinking about a career?"

Ask students to write down an individual response. When most students are finished with their responses, ask students to turn and talk about what they wrote with a classmate.

Scaffolding Suggestion:

You could provide students with a sentence frame such as:

> **"I believe it's important for me to think about what I like to do or what I'm good at when planning my career because..."**

or provide a model response such as:

> **"It is important for a person to consider what they like doing when thinking about a career because knowing what they like helps them find a career that makes them happy."**

Explain to students that today they will be exploring their interests and start thinking about how their interests can lead to careers they might like.

3. Distribute and discuss the descriptions for each of the categories that students will look at in the next activity.

> <u>THE DOER</u> Likes activities that include hands-on problems and solutions. Likes dealing with plants, animals, and real-world materials like wood, rocks, tools, and machinery.

THE THINKER: Likes working with ideas. Likes searching for facts and figuring out problems.

THE CREATOR: Likes working with colors, designs, and patterns. Likes to use imagination to create things. Likes creating things without having to follow a clear set of rules.

THE HELPER Likes talking and working with people doing all kinds of different things together.

THE INITIATOR Likes to start new things, try new ideas, and make decisions.

THE ORGANIZER: Likes to follow clear procedures and set routines. Likes things to be neat and organized.

4. Have students complete the Career Interest Inventory activity by going through each group and checking off the ones that interest them. Have them tally their totals and transfer their totals to the bottom of page 2. After this, have them circle the interest area where they have the most checkmarks.

5. Group students in groups of 4 based on their number one interest area. Explain that each group will work collaboratively to create a poster representing their interest area and occupations they might like to pursue.

For the activity to run smoothly, have each group of students decide on the following roles:

Recorder: Responsible for drawing the pictures

Reporter: Responsible for organizing the class presentation

Summarizer: Responsible for starting the presentation and reporting the steps the group took to get to their finished product

Facilitator: Responsible for keeping the group working and productive

6. Give student groups ample time to complete their posters. Remind them of group roles and responsibilities. Circulate to monitor and provide support as needed.

7. Give student groups the opportunity to present their posters.

Scaffolding Suggestion: Incorporate sentence frames as needed.

For example:

- The poster we created illustrates the interest area...
- The reason we are all in this interest area is because we like to...
- Our visuals show the _____ interest area, which we relate to because we enjoy...
- Because we're interested in this interest area, some jobs we think we'll like are...

Extension Activity

Have students pick a particular career mentioned in today's activity that fits their interest area and further research. Provide a template and set a minimal number of slides for students to complete to organize their additional research on that career.