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| **UNIT: Career Planning**  **Title/Topic of Lesson: *Discovering Your Career Type***  **Lesson # 1**  **Grade Level: 9**  **Time Needed: 82 minutes**  FOCUS QUESTION**:** *What makes a career a good fit for you? What information do you need to gather to see if it is a good fit for you? What can you do now in H.S. to get ready for this career?* | **MATERIALS NEEDED:**   * Pencils * Computer & internet access * PP presentation, “*What is my Career Color?*” * Colored cards in 6 colors/activity sheets: * *My Career Interest Profiler results worksheet*, * Bulletin board display of John Holland’s career types (RIASEC); * Pre and Post-test; * car templates for bulletin board, * posters. * Final Career Survey. * login directions to [www.masscis.intocareers.org](http://www.masscis.intocareers.org), and [www.careeroutlook.us/assessment/short.shtml](http://www.careeroutlook.us/assessment/short.shtml) |
| **CURRICULUM LINKS**:  **ASCA National Student Standards:** A:B2.2; A:B2.4; A:B2.7**;** C:A1.1; C:A1.7; C:C1.6; C:B1.5; C:B2.2; C:C1.7  **National Common Core Standards:** CCSS:ELA-Literacy, CCRA.SL.1, CCSS.ELA-Literacy.W9-10.6, CCSS.ELA-Literacy.W9-10.7, CCSS.ELA-Literacy.CCRA.SL.4, CC, CCSS.ELA-Literacy.CCRA.SL.5  **21st Century Skills**: Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. Listen effectively to decipher meaning, including knowledge, values, and attitudes.  **State: MA CVTE Benchmarks:** 4.A.02A  **State: MA CDE Benchmarks**: A1-3; A1-4; A3-2; W1-1; W1-4; W2-2; W3-5; PS2-3  **District/School/Department links**: In CRLS's Improvement Plan SY2013-14, CRLS detailed strengths and weaknesses as recognized and voted on by the faculty of the school. The list of critical needs and corresponding NEASC Standard included: Standard 2 (Curriculum) additional job readiness, career exploration, and other skill-building opportunities that would benefit students and further prepare them for internships, projects, and post-secondary life. | |

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| **PLANNING REFLECTION:**   * *What am I teaching?* Both an **attitude** (preparation, exploration, preparedness) and **knowledge** (how and where can I gain information about careers, educational requirements, skills needed in order to make an informed decision) and (how can knowing my career type assist me in the career decision making process. * *Data needed prior to instruction?* Do students know their career type, how many career types are there, where can accurate career information be found on the internet? * *How will I collect pre and post data?* Pre-data is collected by student oral responses; post data is collected through completion of a survey at the end of their 4-day career class. Exploratory students rotate through 12 classes during the semester. The final career survey is completed by all students on the last day of the Exploratory class, simultaneously. * *How will you assess student learning or the impact of your instruction/intervention?* | | |
| **COUNSELOR/TEACHER PERFORMANCE OBJECTIVES**  During the lesson the counselor will introduce students to the six career types and characteristics of each type. Students will find out their top type/s, and identify careers that match that type/s. 80% of students will be able to name their career type on the last day of the career class. 75% will remember their career type at the end of the Exploratory program. | | |
| **STUDENT PERFORMANCE OBJECTIVES** | | |
| **Cognitive:** The students will be able to define characteristics of their career type/s and be able to state at least 4 careers with characteristics of that type. | **Affective** The students will understand the importance of planning ahead and will identify actions that can be taken now to prepare for careers. | **Behavioral/Performance:** The students will be able to access a career website, locate career information and identify requirements for potential careers, |

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| **PRE-ASSESSMENT**  Students are asked about their knowledge of career types? What is their type and how will that knowledge help them in your career planning. | | **POST-ASSESSMENT**  Students complete a 5-question post-assessment. What is their career type, name a resource to find career info, what can they do in H.S. to get ready for a career of interest, etc. On the last day of Exploratory all students are asked to circle the name of their career type. |
| **DESCRIPTION OF THE ACTIVITY/SEQUENCE OF THE LESSON**  **Activator**: If you could take a trip anywhere, where would you go? To plan this trip what things would you need to do? Draw similarities about a trip and a career plan. Then students are asked the Pre-test questions. How many careers are there, how many career categories are there, name a resource/s on the web to give you career info, etc. Then we move to the game to find out these answers.   1. Students are shown a PP presentation and read/listen to 6 different questions or statements. For each ?, students choose the card which matches the color of the activity that they like the best, the values that speak to them, etc. (see Career Game PP). The cards are placed on different table around the room and students need to get up and obtain the correct color card. 2. At the end of the game the students count up their cards by color? Do they have more than 2 cards in one colors, etc. Are there any patterns visible? 3. Students determine their career type by the highest number of cards of 1 color. Then students look/listen to descriptions of the 6 different career categories/types. Does this seem right for you, or would another category be more appropriate? 4. Students then take a short version (60 questions) of the O’NET interest profiler on line at to determine if they will get the same category or a different one. Students write their scores on *the Career Results worksheet* and the class discusses their findings. 5. Students choose a cut-out car model and personalize it—then place it on the bulletin board on the road of their top career type. As an exit ticket, students are asked to state their career type or color. 6. Students are introduced to the masscis website and choose a career that matched their top career type to research following the example on the worksheet. Once the information is gathered, students create a 5-slide Power Point presentation of the information and present their findings and supporting evidence to their fellow classmates. | | |
| **MODIFICATIONS FOR DIFFERENTLY ABLED STUDENTS:**  ELL or limited reading ability students can be read the information; physically impaired students can have another student obtain the cards for them. Hearing impaired students can read the info. | **LEARNING STYLES ADDRESSED:**  Visual, auditory, kinesthetic | |
| **Data Analysis and Summary** **of Pre-test and Post-test results from survey completed by Exploratory students after completion of the 4-day career class**:  ***Pre-test***  Students were asked 5 pre-test questions orally on the first day of our 4 day session.  The numbers of responses and replies were recorded for each class. The questions were:   1. How many career categories/types do you think there are? 2. Do you know which careers are best for you? 3. Why is it important to know what your career type is? 4. Name a resource on the web that will give you career information. 5. What is one way that you can find out about careers while still in high school?   The percentage of students who answered correctly for each pre-test question was:   1. 12.2% 2. 10.8% 3. 39.2% 4. 5.4% 5. 39.2%   For the first group of students I handed out the pre-test worksheet, named “**What do you already know about careers**?” I found that students were resistant to writing down answers because they said they didn’t know the answers and didn’t want to fail the test. So, I revised the manner in which I asked the questions. From group #2 on, I surveyed students by asking them to respond orally to the questions, and counted and recorded the responses for each group.  For Questions #1, I was looking for a specific number of career types. I had a poster for each of the six career types around the classroom, but did not bring this to the students’ attention until after the questions were asked. A small portion of the students did notice the posters; some just guessed correctly or perhaps were told the correct number by a previous group.  In hindsight, I wish I had worded the Question #2 differently. A more appropriate question would have been “Do you know what your career type is?” instead of “Do you know what careers are best for you?” The questions are asking for different answers. Thus, might the answers obtained might not show an accurate reading of the students who know what their career type is.  Question #3 and #5 were more subjective and many students did answer with appropriate answers. Question #4 did ask for specific information. This pre-test, however, did give me a good understanding of what knowledge students had about careers in these specific areas.  ***Post-Test***  On the last day of the 4-day class, students were given the post-test worksheet, “**What did you learn about careers?**” The questions and corresponding were:   1. How many different career categories (types) did we talk about? 2. Of all the types, which one describes you best? 3. Why is it important to know your career type? 4. Name a resource on the web that will give you career information? 5. What is one way that you can find out about careers while still in high school?   The percentage of students who answered correctly for each pre-test question was:   1. 83.8% 2. 82.4% 3. 78.4% 4. 82.4% 5. 83.8%   **The following graph shows the pre/test and post/tests comparisons.**    There were a total of 74 surveys obtained. The percentage of career knowledge improvements per question were:   1. 83.8 % students were able to state the correct number of career types, a 71.6% gain. 2. 82.4% students were able to name their career type, a 71.9% gain. 3. 78.4% students were able to state a reason why it is important to know your career type, a 39.2 gain. 4. 82.4% students were able to name a career resource, a 77% gain. 5. 83.8% students were able to state some activities that they can do while in high school to explore careers, a 44% gain.   For the completion of the post-test worksheets, students were able to seek clues around the room and use their worksheets. They were told to work alone and not share information with each other.  For the first group I handed out the worksheets and did not read each question to them. The result was that some students did not fill them out because they did not want to read or had difficulty reading the worksheet. I did not realize this until after the class was dismissed and only had 5 students submit their worksheets. From group #2 on, I read each question and waited until each person filled out the answer. I offered help to students requiring special assistance when needed.  **The Final career Survey:**  The Final Survey was given to students simultaneously on the second last day of the Exploratory program. Since students took the class and the pre and post-surveys at different times during the semester, I was curious to see if they would recall their career type at the end. Thus, all students regardless of when they took the career class were given a worksheet at the same time on the second last day of Exploratory and were asked to circle the name of their top career type/s. The Exploratory teachers were previously given a list of their current students’ career types and were asked to check each one.  The results of the Final Career Survey:  Ninety-five (95) students were surveyed on the second last day of the Exploratory program, 80 or 84.2% circled the career type that was correct for them. This was the exact same percentage as in the first survey. Although in the first pre-test/post-test only 74 students were surveyed.    **Reflections**  The result was surprising in that that the percentage of students able to recognize their career type increased in spite of the length of time that passed between taking the survey and the final survey. In the first survey students were asked to name (***recall/recollect***) their career type. Thus, students had to remember the word or term that described their career type. If they forgot the words they were able to look at their worksheets or at information around the room. However, for the last survey, students were given the names of the career types and asked to circle (***recognize***) their type. In discussing the results with individual teachers, they stated that most students could pick out their correct career type immediately when they saw it.  I would say that the general impact of the class and its results were very positive. Most students did walk away from these career class sessions with information about their top career type, the notion that different people have different career types, and knowing your career type can help direct you to a satisfying career. Students were also given a career resource to access accurate career information and a discussion took place about activities and actions that students could take to discover career information and their career interests while in high school.    My perception is that students had the most difficulty in **recalling** and **recollecting** the career type terms or names. On the final day of the students’ career class, students were asked to recall and recollect information with only their worksheets and classroom posters as possible cues. On the second last day of Exploratory students were asked to **recognize** information after it had already been experiences. They were more able to recognize their correct type out of six possible answers. It appears as though recognizing the correct career type was easier than using recall or recollection. Suggestion for Future Learning:It is well known that some students seem to have a better ability to remember information than others. By actively teaching strategies for recalling, recollecting and retrieving information some of these differences between students can be remediated so that all students can be more successful.Some strategies that can be utilized in future activities include:Using mnemonic devices to help student recall informationGive students additional opportunities to rehearse and repeat the information desired.Relate new information to things already known and establish relationships between new ideas and previously existing memories.Reading materials out loud significantly improves memory of the material and having students actually teach new concepts to others enhances understanding and recall. **SUPPLEMENTAL MATERIAL**:  What is my Career Color/Power Point Game  Pre-test and Post Test (given at the end of the 4th day), Career Poster, and career type posters for room.  Final Career Survey given to all students on the last day of Exploratory.  **ATTACHMENTS:**   * **Pretest template** * **Post test template**   **ON LINE RESOURCES:**  [www.masscis.intocareers.org](http://www.masscis.intocareers.org), and [www.careeroutlook.us/assessment/short.shtml](http://www.careeroutlook.us/assessment/short.shtml) | | |

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_DATE: \_\_\_\_\_\_\_\_\_Cycle : \_\_\_\_\_

*(pretest)*

**What do you already know about careers?**

Questions are also read to the student group. Responses are recorded per class.

1. How many different **career categories** (types) do you think there are? \_\_\_\_\_\_\_\_\_\_\_\_
2. Do you know which careers are best for you? Why?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Why is it important to know what your career type is?

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1. Name a resource on the web that will give you career information?

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1. What is one way that you can find out about careers while still in high school?

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NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_DATE: \_\_\_\_\_\_\_\_\_Cycle : \_\_\_\_\_

*(post test)*

**What Did You Learn About Careers?**

1. How many different **career categories** (types) did we talk about? \_\_\_\_\_\_\_\_\_\_\_\_\_
2. Of all the types, which one describes you best?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Why is it important to know what your career type is?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Name a resource on the web that will give you career information?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What is one way that you can find out about careers while still in high school?

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# Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rotation #: \_\_\_\_\_\_\_\_

# My Career Results

*Write in the number you received for each category. Then circle the category with the highest number.*

# Career Type Description of Type Color

**Realistic**: \_\_\_\_\_\_\_\_\_ (*Action-oriented*) **yellow**

**Investigative**: \_\_\_\_\_\_\_\_ (*Math-science focused*) **orange**

**Artistic**: \_\_\_\_\_\_\_\_ (*Creative*) **green**

**Social** : \_\_\_\_\_\_\_\_\_\_ (*People-centered*) **red**

**Enterprising**: \_\_\_\_\_\_\_\_\_ (*Leadership focused*) **purple**

**Conventional**: \_\_\_\_\_\_\_\_\_\_ (*Business-focused*) **blue**

**1. What is the name of the type/s that has your highest score/s? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**2. What is the color that matches that type/s? \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_**

**3. Name some careers that match that type/s?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**My Dream Job**

**Go to** [**www.masscis.intocareers.org**](http://www.masscis.intocareers.org) user name: crls password: cis2009

**Step 1: Locate the information**

**Slide 1**. What is the name of your dream job and your name?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Slide 2**: Describe 3 things that you will be doing. *(****look under Task List****)*

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Slide 3**: Would you have to attend school in order to know how to do this job? If so, how long? (***look under Preparation***)

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Slide 4: What can you do now or take in high school to find out more about this career? **(*Look under Helpful High School courses*)**

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Slide 5: Name at least two other careers that are similar to this occupation. ***(Look under Related information, then Occupations)***

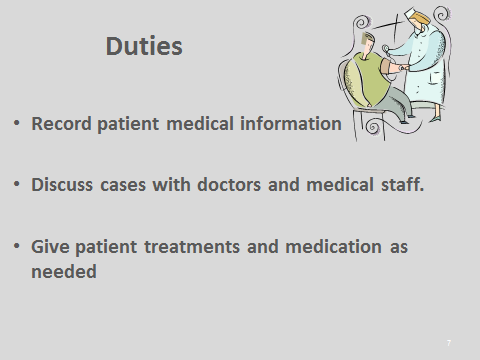
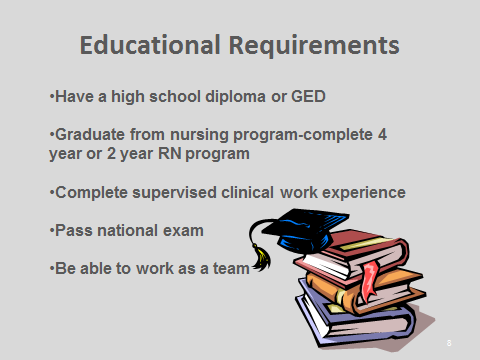
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**Step 2: START YOUR POWER POINT PRESENTATION**

* Now open a Power Point document and create your Career Presentation. (go to Microsoft office on desktop under programs and then click on Power Point)
* You will need 1 slide for each question
* Each slide can have pictures, **read-able** text, transitions and animations
* Feel free to add other slides with pictures and additional information if time permits. For example, you can add a slide that states the salary for the occupation, or a college that offers the area of study needed for that career.

**Slide 1 Slide 2 Slide 3**

**Slide 4 Slide 5**

