

Session 4 — Guided Instruction:

Topic 2-2: Career Path Development

Navigating the Course - *Where are we in the course?*

OVERVIEW: During the last session, students completed self-directed Learning Expeditions to further explore the 16 Career Clusters. This session continues the students' investigation into the first Essential Question— What are my options in the world of careers? Students are introduced to the career path development process which offers considerations they should make when exploring career options. The overarching goal is to provide students with a clear process and considerations for exploring their options in a meaningful way. During the next session, students will build upon this learning as Career Pathways in the Career Clusters model are introduced

Unit Concepts & Essential Questions Addressed in This Session

- What are my options in the world of careers?
- Career exploration is not the same as job searching. Job searching is a short-term pursuit of a position that matches your financial and career goals. Career exploration is a long, progressive process of choosing education, training and jobs that fit your interests, strengths and talents.
- Effective career planning at my age involves identifying my strengths and talents and conducting exploration of a variety of Career Clusters in a career field before choosing one to guide my future plans in high school.

Session Vitals – *What must I know to facilitate this session?*



Session 4 Snapshot

- | | |
|--|---------|
| 1. Required Bell Work Activity | 5 min. |
| 2. Interest Approach: The Career Path Maze | 10 min. |
| 3. Learning Activity: Creating a Career Path Map! | 5 min. |
| 4. Teacher-Led Discussion: How Do I Find My Career Path? | 30 min. |
| 5. Review | 5 min. |

Estimated Time to Complete

55 min.

Preparing for Today's Session

1. Review lesson plan and materials provided for the session.
2. Load the PowerPoint slides for today's session.

Estimated Time to Complete

20 min.

Materials Used

- ✓ Unit 2 Session 4 PowerPoint Slides
- ✓ Notebook
- ✓ Unit 2 Activity Sheets, Pages 11-12 (One Per Student)
- ✓ LCD Projector

Entry Points – How do I prime students for learning today?



Bell Work Activity – 5 minutes

Students complete a productive task while the teacher completes regular class routines.

Snapshot of the Event:

- Step 1:** Pass out copies of Unit 2 Activity Sheet, page 11.
- Step 2:** Post instructions for completing Unit 2 Activity Sheet, page 11.
- Step 3:** Complete regular class routines while students work on the task.
- Step 4:** Transition to the next learning event.

Materials Used:

- Unit 2 Activity Sheet, Page 11

How this event might *look* and *sound*...

Step 1: Ask students to create a list of significant events from their lifetime.

As you prepare for the day, you may want to place copies of the maze on student tables or plan to hand them out as students walk through the door.

Step 2: Post instructions for completing Unit 2 Activity Sheet, page 11.

The activity sheet has a maze and three questions for students to complete. The information collected from the questions will be used during the next learning event.

Step 3: Complete regular class routines while students work on the task.

While students create their lists, complete regular tasks such as taking roll, lunch count, etc.

Step 4: Transition to the next learning event.

Interest Approach: The Career Path Maze – 10 mins

Students experience the need for finding a systematic way to explore careers.

Snapshot of the Event:

Step 1: Debrief the experience of completing the maze on Unit 2 Activity Sheet, page 11.

Step 2: Summarize the key points from the maze experience.

Step 3: Discuss the experience's application to career path development.

Step 4: Preview the session.

Materials Used:

- Completed Unit 2 Activity Sheet, Page 11

How this event might *look* and *sound*...

NOTE: Provide students with additional time to complete the maze and questions, if needed.

Step 1: Debrief the experience of completing the maze on Unit 2 Activity Sheet, page 11.

Below are some questions to ask to facilitate the discussion.



- *Who will be the first to share the steps taken to complete the maze?*
- *How do the steps you took differ from the way others completed the maze?*
- *Raise your hand if you completed the maze.*
- *Who completed the maze with five or fewer attempts? Tell us about how you did that.*
- *Who is willing to share a tip they learned about completing mazes.*
- *What could you do differently next time to complete the maze?*

Step 2: Summarize the key points from the maze experience.

Your goal is to highlight the following through the discussion about the maze:



- Everyone took different approaches to completing the maze. For example, some...
 - Used trial and error
 - Traced the path from beginning to end first and then drew the line
 - Started from the beginning each time they tried, while others may have started from a point within the maze
 - May have started at the end of the maze and worked their way backward.
- Many approaches were effective. In other words, many approaches got students from the start line to the finish line.
- Some approaches were more efficient and effective than others. Efficient approaches allowed students to get from start to finish with fewer attempts.
- No matter what approach students took they probably learned something about solving mazes along the way.

Step 3: Discuss the experience's application to career path development.



Finding your career path is a lot like completing this maze. As you solve a maze, you get to explore different paths to see where they lead. You learn tips and tricks along the way and get better each time you try.

We all have the right to take different approaches to finding our career path. In the end, everyone will

likely find a career they enjoy and learn something valuable along the way. What will make the experience different for each person is how efficiently they find their career path.

Guess what? Because you've had this experience, you will be more efficient at finding your career path. By exploring your career options before you choose a path, you will learn which paths work for you and most importantly, which career paths do not.

Step 4: Preview the session.



During this session we will discuss different ways to effectively and efficiently explore our career options.

We will also discuss another way we can organize our career options—the Career Pathway. Let's begin!

Core Instruction – How do I facilitate instruction on the core topics?



Learning Activity: Creating a Career Path Map — 5 minutes

Students identify their current understanding of the terms “career path” and “career exploration.”

Snapshot of the Event:

Step 1: Provide directions for the map-making task.

Step 2: Debrief the map-making experience.

Step 3: Summarize the experience and transition to the next learning event.

Materials Used:

- PowerPoint Slide #2
- Notebook

How this event might look and sound...

Step 1: Provide directions for the map-making task.

Set context for the activity.



Let's take a closer look at two important terms—“career path” and “career exploration.” You may recall these words from the word search you completed earlier in the unit. I am curious to know more about what you already know about these two phrases.

Show PowerPoint Slide #2.



This slide shows you several things that you do as you explore career options and develop your career path. Your goal is to figure out how these things all fit together. Let's see how you think they fit together.

Find a clean sheet of paper in your notebook and create a simple map or maze that shows a start line and a finish line. Then, put these items in the order you think they will happen in your lifetime. It's okay if you feel like you're guessing right now. You'll have plenty of opportunity to revise this maze as you complete the session. Your map may look something like the one shown at the front.

Allow students time to complete the task.

Step 2: Debrief the map-making experience.

Ask students to share the map they created with a neighbor. Ask students the following questions:



- Which of the parts do you think should happen first? Second? Third? Last?
- How did you decide? (It's okay if it was a guess!)
- What questions did you think of as you completed the task?

Step 3: Summarize the experience and transition to the next learning event.

Thanks for sharing what you already know! The items you spent time looking at play an important role in your career path development. Let's take a look at how they all fit together.

Teacher Led Discussion: How Do I Find My Career Path? – 30 minutes

Students are engaged in a discussion that unpacks the career path development process.

Snapshot of the Event:

Step 1: Show PowerPoint Slide #3.

Step 2: Pass out Unit 2 Activity Sheet, page 12, and set context regarding its use.

Step 3: Use PowerPoint Slide #4-10 to review the steps involved in the career path development process.

Step 4: Summarize the process.

Step 5: Check student understanding.

Step 6: Transition to the next learning event

Materials Used:

- PowerPoint Slides #3-10
- Unit 2 Activity Sheet, Page 12

How this event might *look* and *sound*...

Step 1: Show PowerPoint Slide #3.

We're about to embark on an exploration! The map you see at the front will help us put the parts and pieces of career path development process together.

Step 2: Pass out Unit 2 Activity Sheet, page 12, and set context regarding its use.

You will use Unit 2 Activity Sheet, page 12, to help you keep track of some important concepts you learn as you complete the exploration. I'll let you know when we're going to pause for some thinking breaks to fill in the questions on this sheet.

Step 3: Use PowerPoint Slides #4-10 to review the steps involved in the career path development process.

Below is a step-by-step summary of the slides to display and the main points to summarize for the students. Encourage students to track the process using the space provided under question one on Unit 2 Activity Sheet, page 12. After you summarize each step, have students create an icon or image that represents the step (e.g., a compass to represent “Exploring My Options,” etc.).

Show PowerPoint Slide #4. After summarizing the step, have students draw an icon to represent the step on the map they are creating.



- *The first step in career path development is “Exploring MyOptions.”*
- *After identifying a career field and one or two Career Clusters that interest you, it’s time to begin exploring some specific career options within those clusters – Career Pathways.*
- *As you explore career options, it’s important to consider your interests, lifestyle goals, and talents.*

Show PowerPoint Slide #5. After summarizing the step, have students draw an icon to represent the step on the map they are creating.



- *The second step in career path development is “Setting Career Goals.”*
- *Establishing an initial set of career goals is an important step to take. However, it is important to keep in mind that you will set career goals many times throughout your lifetime.*
- *At this point, your career goals may be very general. As time goes on and you become more familiar with the opportunities in your chosen Career Cluster, your goals will become more specific.*

Show PowerPoint Slide #6. After summarizing the step, have students draw an icon to represent the step on the map they are creating.



- *The third step in career path development is “Initial Education/Certification.”*
- *As you begin your career, there will likely be some initial educational requirements. Educational requirements usually fall into four different categories:*
 - *High School Diploma*
 - *Two-year Degree*
 - *Four-year Degree*
 - *Advanced Degree*
- *Some careers require special certification. Just as we must obtain a license to drive a car, some jobs require us to have a special license or certification. Certification processes usually mean you must pass a test (either written or a demonstration of a performance).*
- *Sometimes certification is over and above your educational requirements. Other times, you’ll be able to earn certification at the same time you complete your education.*

Show PowerPoint Slide #7. After summarizing the step, have students draw an icon to represent the step on the map they are creating.



- *The fourth step in career path development is “Job Searching.”*
- *As you start to complete your education/certification, you’ll be ready to start searching for a job or entry level position where you can gain experience.*
- *Job searching usually involves the following steps:*
 - *Completing an application*
 - *Sending a resume*
 - *Interviewing with an employer*
 - *Choosing a job from the available offers.*
- *Get a head start! You can start exploring your career through the jobs you choose now and in high*

school. You don't have to wait to begin job searching until you've completed your education. Once you know what you want to do, find an after-school job in the area so you can test it and see if a career in that field fits you well.

- *Keep in mind that job searching is not the same as career path development. Job searching is the short-term pursuit of a position related to your overall career path. Your career path development is a longer process that involves more than just finding a job or position.*

Show PowerPoint Slide #8. After summarizing the step, have students draw an icon to represent the step on the map they are creating



- *The fifth step in career path development is to "Take Advantage of Job Specific Training and Advancement Opportunities."*
- *After you're hired, you'll have opportunities to learn how to do specific tasks that will be a part of your position.*
- *Over time, you'll have the chance to accept more responsibility. As you show your employer your commitment, you'll gain the opportunity to advance to new jobs or even manage other people who do the job you've mastered.*

Show PowerPoint Slide #9. After summarizing the step, have students draw an icon to represent the step on the map they are creating



- *The sixth step in career path development is to "Complete Advanced or Continuing Training and/or Education."*
- *After some time in your career path, you'll want to set goals for advancement.*
- *Advancement in a career doesn't always mean you move "up" on the career ladder. It may mean you learn to do something new yet related to your previous positions.*
- *Many times, advancement in a career requires additional education or training. For example, you may go to school at night or online to earn an advanced degree or obtain some additional training that will allow you to do more advanced tasks at your job. This usually means you can also earn more money!*
- *More than likely, you'll be required to keep your license/certificate current through taking courses (usually called continuing education courses).*
- *There are many options for completing advanced education and training. Keep your career goals in mind and choose education opportunities and training that will help you achieve those goals.*

Show PowerPoint Slide #10. After summarizing the step, have students draw an icon to represent the step on the map they are creating



- *The seventh step in career path development is "Meeting My Career Goals."*
- *Over time, you'll begin to achieve your career goals! If you invest the effort and persist, you'll see your initial goals through and begin to set advanced goals.*

Step 4: Summarize the process.

Below is a list of key ideas to review from the process.



- *You may be asking yourself, "Do I need to do all these steps at my age?" The answer is, "No!" Steps 2-4 are generally things you should consider doing while you're finishing high school or during post-secondary education. Steps 5-7 are things you'll experience soon after completing high school or during your initial post-secondary education.*
- *Keep in mind that career path development is a long-term process. It's not the same as searching for jobs. Searching for jobs is a short-term process that helps you to form your career path.*
- *To begin forming your career path, start with Step 1 — Exploring My Options. This involves identifying your strengths and talents and conducting an exploration of a variety of Career Clusters before choosing one to guide future plans in high school.*

Ask students to complete questions two and three on Unit 2 Activity Sheet, page 12.

Step 5: Check student understanding.

Ask students to share their responses to the following questions. Listen to their responses to check for understanding. Re-direct their responses if they are incorrect.



What are the steps, in order, involved in developing a career path?

Correct response is:

- 1. Exploring My Options*
- 2. Setting Career Goals*
- 3. Initial Education/Certification*
- 4. Job Searching*
- 5. Take Advantage of Job Specific Training and Advancement Opportunities*
- 6. Complete Advanced or Continuing Training/Education*
- 7. Meeting My Career Goals*

Is career path development a long-term or short-term process? (long-term)

Is job searching a long-term or short-term process? (short-term)

How should you start developing your career path?

Correct responses include:

- *Identifying my talents and strengths*
- *Identifying one of the six career fields that interests me, and then choosing one or two Career Clusters to explore within that area.*
- *Conduct exploration of a variety of Career Pathways in a couple Career Clusters before choosing one to guide my future plans in high school.*

Step 6: Transition to the next learning event.

Bring Closure & Look Ahead – *How do I conclude the session?*



Review – 5 minutes

Students briefly review the content by generating questions.

Snapshot of the Event:

Step 1: Have students generate questions to be answered as they review the content.

Step 2: Capture a list of questions.

Step 3: Acknowledge student participation and preview the next session.

Materials Used:

- Notebook
- Chalkboard/Whiteboard

How this event might *look* and *sound*...

Step 1: Have students generate questions to be answered as they review the content.

You've learned a lot in the past 15 minutes! Let's review what you learned. When I say, "Go!" look back through your notes and think of two questions you hope to have the answer to once we complete the Learning Expeditions for this unit. For instance, you may wonder—What are the Career Pathways in the Career Cluster I worked on during the last session?

Go!

Step 2: Capture a list of questions.

Capture the students' questions on the board. Keep the questions visible during the upcoming Learning Expeditions. As students work on the Expeditions, encourage them to answer the questions the group generated.

You may also want to provide students with permission to come forward and place their answer to a question on the board. This can create a strong sense of community as students work to solve the problem together

Step 3: Acknowledge student participation and preview the next session.

Thank you for the list of questions! We will work toward answering these questions and more! During the next session, we will specifically take a look at a tool we can use to explore our career path options in the Career Clusters that interest us.

Assessment – *How do I assess student work from the session?*



OPTIONAL: Score Unit 2 Activity Sheet, Page 12 – After the Session

Use the following scale as a simple rubric for assessing student participation today.

Snapshot of the Event:

Step 1: Collect completed Unit 2 Activity Sheet, page 12.

Step 2: Score student work on the following scale.

Materials Used:

- Completed Unit 2 Activity Sheet, Page 12

How this event might *look* and *sound*...

Step 1: Collect completed Unit 2 Activity Sheet, page 12.

Step 2: Score student work on the following scale:

Appropriateness	10
Completion (start, finish, and all required items)	10
Effort	10
Total	30