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MIT 512
9/20/03

Exploring Career Decisions

"Mapping Your Future"

Students are on the verge of making educational decisions that will affect the rest of their lives. It is never too soon to think about the future! Students, in just a few short years, will become life long learners and workers; it is important for them to know themselves, their abilities, and their interests in order to fulfill their working potential. This unit will start young people thinking of jobs they might find satisfying, what they can do now to start to get the skills needed for the job, and what education and skills will still be needed.

This unit is designed for 6 – 8th grade students in the Career and Technical Education elective course. The unit is entitled "**Mapping Your Future**." The focus of this unit is to gain knowledge and understanding about themselves, participate in an interest inventory and on line personality survey, select 2 careers to research, name sources that are used for career research, and lastly, create a PowerPoint presentation to present to the class targeting one career of their choice.

This lesson plan will be incorporated into a Web Quest. Students will be able to link to sites to research their careers and locate pertinent information. Some of the activities will be for individuals; some for small groups and some will require teacher and whole class participation.

Integration of core course areas will be implemented throughout this unit. Students will gain skills in research, language arts, math, and computer software. The resources used in this unit are: Classroom books, newspapers and brochures, North Carolina's career research materials, Microsoft Word, Planning My Future software, Internet Explorer and Power Point. Students will learn how to use a digital camera, as well as, how to insert their picture from a disk into their Power Point presentation.

Extended Activity – Students will present their PowerPoint Presentations to their parents at an Open House or Curriculum Night.

Prior Knowledge: Library research skills, reading at grade level, Word processing, basic Internet search skills, and basic knowledge of Power-Point.

Unit Goal: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. Students will gain understanding in career awareness through experiential activities.

Specific Unit Outcomes:

- The learner will research career information.
- The learner will list information needed to examine a career.
- The learner will use a variety of methods to investigate careers.
- The learner will complete an Interest Inventory.
- The learner will demonstrate filling out a personality questionnaire.
- The learner will demonstrate using digital camera.
- The learner will demonstrate how to insert a picture from a floppy disk.
- The learner will gain experience using the Internet.
- The learner will gain experience using "Planning my Future" software.
- The learner will create a bar graph for illustration.
- The learner will gain experience in creating a Power Point Presentation.
- The learner will gain experience in public speaking.

Lesson 1 – Self Awareness

Objectives: Students will demonstrate using the digital camera.
Students will create an acrostic using their first name to describe themselves.
Students will interpret assessment activities for personal interests related to career choices.
Students will interpret assessment activities for personality traits related to career choices.

Time frame: 45 minutes for demonstration and practice using the Digital Camera
as well as the creation of personal acrostic
60 minutes to take and interpret Interest Inventory
60 minutes to take and interpret Personality test

Materials: Digital Camera
Floppy discs
Interest Inventory Checklist
What is your Personality Type Questionnaire
Paper, Markers, Colored Pencils

Procedure: 1. Teacher led demonstration how to use the Digital Camera, insert a disk, and view the picture
2. Students pair up with a partner and take each others picture
3. Students write their name on their floppy disk to be used later in their Power point presentation
4. As students are waiting for their turn to take their partners picture they Will create an acrostic using their FIRST NAME to display on a Bulletin board **(See example - Activity 1)**
5. Teacher will administer the Interest Inventory Checklist **(Activity 2)**
6. Teacher will explain how to interpret the results
7. Students will interpret their results and explain them to their partner
8. Students will begin their Web Quest to discover their the Personality Type <http://www.careerkey.org/english/>
9. Teacher will further explain what the results of the personality test in relationship to career choices
10. Students will interpret their results and explain them to their partner

Assessment: Results of the Interest Inventory – **Pass/Fail**
Results of the Personality On-Line Survey- **Pass/Fail**
Acrostic – **Pass/Fail**

Just for fun:

<http://www.careergames.com/> Self Assessment Results
<http://mapping-your-future.org/features/careership/>

Lesson 2 – Planning My Future

- Objectives:**
1. Students will demonstrate using the “Planning My Future” networked software in the computer lab.
 2. Students will record their personal results of the program and compare it to the the results from their Interest Inventory and Personality Questionnaire. (what careers did they score the highest in)
 3. Students will create a bar graph showing the results of their comparison.
 4. Students will select their top 2 careers to research based on the comparison. (Research of the careers will be imbedded in the Web Quest.)
- Time Frame:** 90 minute block for computer program and student comparison.
30 minutes to design the bar graph.

Materials: Planning My Future Software
Paper/colored pencils for bar graph

- Procedure:**
1. Students will use the “Planning My Future” software program to produce their top 2 career selections based on the results of the software program.
 2. Students will create a bar graph comparing the results of the their Interest Inventory and Personality questionnaire with the results of the Planning My Future program.

- Assessment:**
1. Assessment will consist of observation during time in the computer lab as students work with the “Planning My Future” program. **(Pass/Fail)**
 2. Clarity of their bar graph will be assessed based on the standards set. **(Pass/Fail)**

Check this out: <http://www.nycareerzone.org/>

Lesson 3: Researching Careers

- Objectives:** The Web Quest will be the main focus for student discovery and research. The student will identify, explore and use career information resources. The Web Quest will guide students to research 2 specific careers. The student will record specific information on their 2 career choices.

Time Frame: Three 90-minute blocks (one of the blocks will be in the computer lab)

Materials: Your Career Adventure Textbook
Getting Started: North Carolina Jobs and Careers Booklet
Exploring Career Decisions Workbook
Young Persons Occupational Outlook Handbook
Career Choices in North Carolina Newspaper – Published by SOICC
Career Encyclopedias

Internet Websites: <http://www.careerkey.org/english/>
http://www.thinkquest.org/library/lib/site_sum_outside.html?tname=11720&url=11720/
<http://www.bcit.tec.nj.us/KidCareer/info.html>
<http://www.bls.gov/oco/>
<http://www.col-ed.org/cur/misc/misc72.txt>
<http://www.utc.edu/%7Ecareered/midhom.htm>
http://stats.bls.gov/k12/html/edu_over.htm
<http://www.labor.state.ny.us/html/library.htm>
<http://www.careermag.com/>

Procedures: The main goal of this lesson is to familiarize students with resources that are available for career research.

Part 1

1. Students will work in groups to research a specific career resource.
2. Students will identify the main features of the resource.
3. Students will respond to a series of leading questions posed by the teacher in order to help them construct their learning.
4. Students will write a brief summary on their findings and share the resource and information with the class.

Group 1 – will research Career Encyclopedias

Group 2 – will research Young Persons Occupational Handbook

Group 3 - will research Career Choices in North Carolina Newspaper – Published by SOICC

Group 4 - will research Getting Started: North Carolina Jobs and Careers Booklet

Group 5 - will research Exploring Career Decisions Workbook

Part 2

1. Students will spend a day in the computer lab searching the Internet using the resources listed in the Web Quest.
2. Students will complete 2 worksheets that ask for specific information about 2 careers of interest. This information will be used to help define the career students will select for their Power Point presentation.

(Activity 3 & 4)

Assessment: Group research and presentation grade **(Pass/Fail)**
Career Information Worksheets.
Each worksheet will be scored on a scale of **50 out of 50**
Students can earn a total of **100 points** for both worksheets

Lesson 4: Creating a Power Point Presentation

Objectives: Students will select one career from their research to create a PowerPoint Presentation.

Time Frame: Three blocks of 90 minutes each.

Materials: Computer with PowerPoint
Handout of PowerPoint instructions
Digital Picture (from previous Lesson)
Acrostic (from previous lesson)
Information collected during research

Procedures: Day 1

1. Review of the “How To’s of PowerPoint”
2. Presentation guidelines and grading rubric are explained.
3. Students begin their presentation.

Day 2 & 3

1. Students continue to work and complete their presentation.

Assessment: Students will receive a class performance grade based on 100 points

Lesson 5 – Presentation of Power Point to the Class

Objectives: Students present their Power Point presentation to the class.
Students gain experience giving an oral presentation.
Students practice skills of a good audience that of being good listeners.

Time Frame: Two 90 minute blocks

Materials: Computer with PowerPoint application
Presenter Plus – (Elmo)
Screen
Individual presentations saved on the school server.

Procedures: 1.As students walk in the room they select a number from a hat. This will determine the order of the presentations. The teacher will review the rubric.
2.The teacher will demonstrate to the class how to use the presenter.
3.Specific directions will be given to the students on how to retrieve their presentation from the schools server for viewing.
4.Students present to the PowerPoint.
5.The audience may ask appropriate questions after each presentation.

Assessment: Rubric

PowerPoint Appearance and Content: My Career Power Point Presentation
Student Name: _____

CATEGORY	4	3	2	1
Digital Camera Use	Picture is high quality. The main subject is in focus, centered, and of an appropriate size compared to other objects in the picture.	Picture is good quality. The main subject is not quite in focus, but is it is clear what the picture is about.	The pictures are of marginal quality. The subject is in focus but it is not clear what the picture is about.	No picture taken OR picture of poor quality.
Text - Font Choice & Formatting	Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.

Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
Sequencing of Information	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card.	Most information is organized in a clear, logical way. One card or item of information seems out of place.	Some information is logically sequenced. An occasional card or item of information seems out of place.	There is no clear plan for the organization of information.
Effectiveness	Project includes all material needed to gain a comfortable understanding of the topic. It is a highly effective study guide.	Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements. It is an adequate study guide.	Project is missing more than two key elements. It would make an incomplete study guide.	Project is lacking several key elements and has inaccuracies that make it a poor study guide.
Originality	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 cards.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.
Oral Presentation	Has excellent eye contact; demonstrates considerable understanding of the topic	Balances eye contact between screen and audience. Demonstrates sufficient understanding of the topic.	Some eye contact; some understanding of the topic.	Little eye contact; reads extensively from the screen.

Score:

27 – 28 – A+

26 – 22 – A

21 – 17 – B

16 – 12 – C

11 – 17 – D

Below 10 please make corrections on your presentation

PowerPoint Presentation Guidelines

You will create a PowerPoint presentation based on your research. Select one of the careers that ranked highest after taking your interest inventory, personality questionnaire, and the results of the "Planning My Future" software program. The presentation will be shared with the class. The required number of slides is listed below. You may add additional slides with information or interesting facts you found important. Your presentation will be graded on the Rubric we have reviewed in class. ***HINT*** -Check the Rubric to make sure you are targeting all the areas.

Slide 1 – Title slide should include your picture, name of the career and date

Slide 2 – the acrostic you created sharing information about yourself

Slide 3 – A brief definition of the career (work description)

Slide 4 – What is the nature of the career (what training or qualifications you will need)

Slide 5 – What education is necessary for this career (High School, BS Degree, etc.)

Slide 6 – Where would you find employment (example: an nurse would work in a hospital, Dr. office, etc.)

Slide 7 – What is the job outlook for this particular career

Slide 8 – What is the yearly income for this career

Slide 9 – Related careers in this field

Slide 10 – Interesting facts surrounding this career

Slide 11 – or more – Any additional information that you found interesting about your career.

Activity 1 Create an Acrostic

The word acrostic means a verse or arrangement of words in which contain letters of each line, such as the first letter, spell out a word.

Directions:

1. Write the letters of your name going down the page.
2. Use each letter of your name to begin a word, phrase, or sentence.
3. Tell about yourself (Who are you? What do you like? Dislike?)

Here is an example of an acrostic using your name to describe yourself to the class.

Reads many books

On my way to success

Smiles a lot

Enthusiastic

Music, music, music

Always looking to laugh

Really wants to be a Vet

Young and alive

Activity 2 Interest Inventory Checklist

Name _____

Date _____

Period _____

Directions:

As the teacher reads the activities below, circle the activities that you would find interesting. If you have a question about an activity please raise your hand and we will discuss it.

Activity

1. Work on a farm
2. Solve complicated math problems
3. Act in a movie or play
4. Study social groups in society
5. Interview strangers for the TV news
6. Learn about and study the economy
7. Study "How To" mechanics manuals
8. Perform science lab experiments
9. Manage an art gallery
10. Conduct a religious service
11. Bargain at a flea market
12. Write up graphs or charts with statistics
13. Build cabinets
14. Study nature outdoors
15. Write a movie screen play
16. Lead a club or scout troop
17. Buy merchandise for a store
18. Work 9 to 5 in an office
19. Operate heavy machinery
20. Play chess
21. Work on an art or music magazine
22. Get involved in a charity organization

Activity

25. Work outside in a national park
26. Research a Law case
27. Play an instrument
28. Work with babies or children
29. Run for class office
30. Work after school to save money
31. Set up a stereo system
32. Read science fiction
33. Write a short story, play or novel
34. Go to a party
35. Work in a politicians office
36. Key documents into a computer
37. Build a jet aircraft model
38. Use an electronic microscope
39. Design a new line of clothes
40. Read and discuss literature
41. Debate political and social issues on TV
42. Keep accurate records of a business
43. Repair a car engine
44. Identify constellations of stars
45. Take pottery classes
46. Work with Senior citizens

23. Do fast paced, high-pressure sales work

47. Sell products on commission

24. Design computer games or programs

48. Set up a budget for running a business

How to Score Yourself: Below, circled every number you circled. For example if you circled “works on a farm”, circle number 1.

____A.	1	7	13	19	25	31	37	43
____B.	2	8	14	20	26	32	38	44
____C.	3	9	15	21	27	33	39	45
____D.	4	10	16	22	28	34	40	46
____E.	5	11	17	23	29	35	41	47
____F.	6	12	18	24	30	36	42	48

After you finish, read across and count the total numbers you circled. For example, if on A you circled 1, 19, 31, and 43 write the number 4 next to letter A. Count up the numbers you circled

For each line (A-F) and write down the total next to the letter.

Next, transfer your total for each line above to the proper spaces below. For example, if your Total for line A is 4, write 4 on line A.

____A. DOERS	____B. INVESTIGATORS	____C. ARTISTS
____D. HELPERS	____E. ENTERPRISERS	____F. DETAILERS

What two personality types did you score the highest? Write their names in the blank spaces.

Knowing your personality type can lead you to a satisfying career. Check out some careers located

Under each personality type.

DOERS: If you love working with your hands, chances are you are a doer.

Doers make good:

Mechanics
Construction Workers
Truck Drivers

Police Officers
Carpenters
Dressmakers

Hairdressers
Electricians
Firefighters

Chefs
Caterers
Locksmiths
Farmers

Dental Hygienists

Physical Therapists

Computer Repair

INVESTIGATORS : Investigators are observant and curious about the world around them. They may prefer to work more on their own than with others.

Investigators make good:

Doctors Paralegals Police detectives Librarians Engineers Science lab workers
Geologists Data analysts Pharmacists Medical Assistants
Veterinarians
Lawyers Military Analysts College professors
Consumer Researchers Reporters

ARTISTIC: If you're artistic, you feel the need for self-expression. Artists are imaginative and creative. They often love working freely and put their emotions into their work.

Artistic people have a good chance to succeed as:

Musicians Teachers Painters Landscapers Photographers Architectural drafters
Florists Editors Illustrators Interior designers Fashion designers
Writers and journalists Actors Dancers Advertising Personnel

HELPERS: Have you ever imagined yourself teaching people new skills or helping them with their personal problems? Working with others may be perfect for you. Helpers are expert communicators. They love to talk and listen. They work well in groups and interact well with all kinds of people.

Helpers become successful:

Social Workers Receptionists Clergy Personnel Workers Information Clerks
Mental health counselors Dietitians Nurses Child care Workers
Travel Agents Airline personnel Government staffers Teachers
Sales People Waiters, Waitresses Office Workers Home Health aides

ENTERPRISERS: Enterprisers often have strong leadership qualities. They enjoy organizing activities for people and taking personal or financial risks. Often competitive, enterprisers like to persuade others to see the world their way. Enterprisers may often combine some of the social skills of "helpers" and hands-on skills of "doers."

Enterprisers make good:

Finance specialists Independent business persons Real estate workers
Reporters Retail store Owners Insurance Underwriters
General managers Wholesale buyers Recreation Workers
Sales People Public relations Executives Administrative assistants

DETAIERS: If you find detail work a cinch, and think you might enjoy such work as analyzing information or operating business machines, you're a "detailer." Detailers often like being part of large companies, though not always in leadership positions.

Detailer make good:

Accountants	Cashiers	Hotel clerks	Bank tellers
Medical record techs.	Auditors	Office clerks	Credit Managers
Proofreaders	Science lab techs.		Computer programmers

WHERE DO YOU GO FROM HERE?

Now that you have traced your interests to the workplace, continue thinking about your career future.

Activity 3

OCCUPATIONAL OUTLOOK HANDBOOK CAREERS INTERNET WORKSHEET

Using the Internet, access the following Internet address, <http://www.bls.gov/oco/> and follow the directions below to answer the questions.

Click on **Index to the Handbook**

Click on the letter of your career you will be investigating.

Click on your career.

1. What are the significant points about the career?
2. What is the nature of work?
3. What are the working conditions?
4. What is the employment outlook?
5. What training/qualifications are necessary?
6. What is the job outlook?
7. What earnings can you expect
8. What related occupations are there?

Activity 4 Career Information Sheet

Name: _____

Date: _____

Using the Internet sites you will be searching during your web quest, fill out the information questions relating to 2 jobs you are researching.

Career 1: _____

Career 2: _____

Job Description 1: _____

Job Description 2:

Duties for Career 1:

Duties for Career 2:

Education Needed:

1 _____

2 _____

Training needed: 1

2 _____

Special Qualifications:

1 _____

2 _____

Employment Outlook:

1 _____

2 _____

Place of employment: 1 _____

2 _____

Earnings: 1 _____

2 _____

What do you think are some middle school or High School courses that would help you in this job?

1 _____

2 _____

What URL's or Web sites did you use to gather this information

Do the careers you investigated have related or similar careers in the same field?
