

Lesson Plan 1B

CAREER CHOICES: INTERESTS, VALUES, AND SKILLS

OBJECTIVE:

Upon successful completion, students will have matched and prioritized possible careers with their interests, skills, and values.

CAREER PREPARATION LEARNING RESULTS MET OR PARTIALLY MET:

- A.2. Analyze skills and abilities required in a variety of career options and relate them to their own skills and abilities.
- A.3. Demonstrate an understanding of the relationship between the changing nature of work and educational requirements.
- B.1. Use a career planning process that includes self-assessment, personal development, and a career portfolio as a way to gain initial entry into the workplace.
- B.3. Assess personal, educational, and career skills that are transferable among various jobs.

SKILLS UTILIZED:

Self-evaluation, brainstorming, planning, research

NECESSARY SUPPLIES:

- 1. Copies of the O*NET *Work Importance Locator (WIL)* package (*Work Importance Locator Instrument* instructions, *Work Values Cards*, *Work Value Card Sorting Sheet*, and *WIL Score Report*). To download copies of these documents or to order paper copies, go to <http://www.onetcenter.org/WIL.html>.
- 2. *Occupational Outlook Handbook* (See the guidance office or librarian) or use the online version at <http://www.bls.gov/oco/>.
- 3. Copy of the handout *Career Exploration...Next Steps*.

TIME REQUIRED:

1- 2 class periods

LESSON PROCEDURE:

- 1. Ask students about their current career interests. The answers will vary, from students who absolutely know what they want to do to those who have not thought much about it. Ask students what they have done to help them along in their career decision-making process.
- 2. Stress the concept of this being a process. Otherwise, students may think they have to make irreversible decisions in the next few days. This is only the beginning for many of them.
- 3. Lead a discussion on values and their importance in selecting occupations. Occupations that match work values such as independence, achievement, recognition, support, and working conditions are more likely to be satisfying and rewarding.
- 4. Hand out *Work Importance Locator* packets. Go over the directions with students, emphasizing that there are no right or wrong answers. Encourage them to answer their *WIL* honestly and carefully.
- 5. Direct the students to read all 20 of the *Work Values Cards* and think about how important it would be for them to have a job like the one described on each card.
- 6. Direct the students to sort the cards on the *Work Value Card Sorting Sheet*. There are five columns on the *Sorting Sheet*. Each column has a number from 5 (most important) to 1 (least important). Students are to put exactly four cards in each column in a way that best matches how important it is for them to have a job like the one described on each card.

7. After students have sorted all of the cards, direct them to go to Step 3 on page 4 of their *WIL* booklet. Students figure out the score of each card based on the column in which it was placed on the *Sorting Sheet*. Next, they transfer the score for each card to the Work Value Worksheet on page 5.
8. After the Work Value Worksheet has been completed, instruct the students to follow the written directions for totaling the scores for each of the six listed work values and copy the scores of the two highest categories on the box on page 6 of the *WIL*.

Note: To ensure the most accurate results, it is strongly recommended that students complete the above sorting exercise in one session. (It should take between 15 and 45 minutes.) The steps below can be accomplished at a follow-up session if necessary.

9. Instruct students to open the *Work Importance Locator Score Report* booklet and write their name and Work Value score on page 1. Have them review “What Your Work Values Mean” on page 2.
10. Introduce the concept of Job Zones, explained on pages 3, 4, and 5 of the *WIL Score Report*. Ask students to choose the Job Zone that best matches the experience, training, and education that they expect to have in the future.
11. Instruct students to in fill their Highest Work Values and their Future Job Zone on the form on page 10.
12. Tell the students to look at the list of occupations (beginning on page 12) and locate the section for their highest work value. Within that list, they should find the occupational listing for their chosen Job Zone.
13. Instruct the students to use the summary sheet on page 10 to write down the titles of occupations that they want to explore. Explain that if they don’t find enough appealing occupations in that section, they can look at the occupational listing for their next highest Work Value.
14. Explain to students how they can now find out more about careers that may be a good fit for them. They can use O*NET Online (the Occupational Information Network) to find out such information as the types of activities performed, the skills and training needed for them, and the wages and future employment outlook predicted for the occupations. To access this extensive database, go to <http://online.onetcenter.org/>. Alternatively, they can use the *Occupational Outlook Handbook* hardcopy or online version (<http://www.bls.gov/oco/>). Emphasize again that they are not making a final decision. This is just the start of a process.
15. Distribute the handout *Career Exploration...Next Steps*, and use it to discuss options for learning more about specific careers.

ASSIGNMENT:

Students will research their top choice of career and create a product showcasing what they’ve learned. This product could take the form of a: a) report; b) video; or c) web site, etc. The job shadow activity would assist students in their research process. (See the job shadowing lesson plan included in this guide.)

SUGGESTED FOLLOW-UP:

Students give presentations, based on their work, to the class about their career of choice. This is a useful experience as students learn about many careers.

Career Exploration...NEXT STEPS!

You now know more about yourself and what general career fields you would want to explore further. The next step is to learn more about these occupational areas. There are resources and ideas available to help you in this effort, many of which are easy, free, and can be found in your community. The following material is only a partial collection of resources and ideas commonly used to explore careers. Please use your own creativity as well to get the information you need to make informed career decisions for yourself.

- Find a summer job working with people in the field.
- Volunteer for a person or business in the occupation.
- Call a person in the occupation and interview him or her. This is called an informational interview.
- Call a person in the occupation and ask to spend an hour (or a morning, a day, etc.) observing. This is called a job shadow.
- Ask parents, teachers, guidance counselors, employers, etc., what they know about a particular profession. These people will be valuable to you in networking for future part-time, summer, or full-time jobs.
- Read about the field.
 - ❖ Explore the computer program called CHOICES in the guidance office or library at your school.
 - ❖ Research books, videos, magazines, computer programs/CD-ROMs, and the internet in your school or town library.
 - ❖ Look through the *Occupational Outlook Handbook*. Ask your guidance counselor or librarian, or look online at <http://www.bls.gov/oco/> .
 - ❖ Contact professional organizations in the field (see addresses in the *Occupational Outlook Handbook*).
- Explore the programs that may be available at your school for career exploration/work experience. Opportunities include:
 - ❖ Maine Career Advantage internships
 - ❖ Tech Prep courses that lead to college credit at a technical college
 - ❖ Vocational school programs
 - ❖ Pre-apprenticeship work experiences
 - ❖ Jobs for Maine's Graduates (JMG) courses and work experience
 - ❖ Co-op work experiences

The more information you gather, the better your decisions will be when you think of educational or work options after high school. Knowing what you want to do after high school will help you know what courses to take and experiences to get while you are still in high school.