

**A Career for You?**

The **BIG** Idea

- Which career that I've researched is the best fit for me and why?

**AGENDA**

Approx. 45 minutes

- I. Warm Up: Realistic Career Reflection (5 minutes)
- II. Choose a Career (15 minutes)
- III. Sell Your Career! (15 minutes)
- IV. Wrap Up: A Career for You? (10 minutes)

**MATERIALS**

- PORTFOLIO PAGES:**
  - Portfolio pages 33–35, Grade 9 (9–12) Skills Checklist (Careers skills only)
- STUDENT HANDBOOK PAGES:**
  - Student Handbook pages 25–26, Career Assessments
  - Student Handbook page 27, A Job for You?
- FACILITATOR PAGES:**
  - Facilitator Resource 1, DO NOW
  - Facilitator Resource 2, A Job for You? (Sample)
- Overhead projector
- LCD projector
- Laptop
- Post-it notes

**OBJECTIVES**

During this lesson, the student(s) will:

- Assess each career they've researched in the unit, and choose the one that's the best fit for them.
- Summarize the most exciting aspects of their chosen career in a career "advertisement."

## OVERVIEW .....

In this lesson, students will examine each career they've researched in this unit. Then, they'll choose their favorite career of the three and reflect on why it fits their skills and interests. Next, they'll use the information they've collected about that career to write an "advertisement" about it—describing what's exciting about the job, and what kind of people are right for the job. Finally, they'll post their career advertisements around the room to share with other students.

## PREPARATION .....

- List the day's **BIG IDEA** and activities on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook pages 25–26, Career Assessments**
  - **Facilitator Resource 2, A Job for You? (Sample)**
- For the sample career highlighted in **Activity II, Choose a Career**, select a career that you think will be interesting for the majority of your students. Write the name of the career on the board. (Make sure you use the name as it appears on RUPrepareND.com, such as "Graphic Designer" rather than just "Designer.") NOTE: If you choose a different career to model, you must create a sample "A Job for You?" to use when introducing the activity.

## BACKGROUND INFORMATION .....

In this final lesson of the careers unit, students will be assessing the three careers they've researched, choosing their favorite, and writing an advertisement to encourage other students to consider it. As you close this unit, focus on the tools students have learned to research careers and consider which ones are a good fit for them. Students should not feel pressured to find "the career" that they'll pursue after high school. Instead, they should see this as the beginning of an exciting journey to explore the many careers available to them.

## IMPLEMENTATION OPTIONS .....

### **DO NOW:**

*(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)*

**Directions:** Take out your three career reports from your portfolio section. Read through the **What They Do** section for each career. Then answer the questions below.

### **Questions:**

1. What job task (out of the three careers) are you the most interested in doing?  
Explain why you would enjoy doing it.
2. What job task (out of the three careers) are you the least interested in doing?  
Explain why you wouldn't want to do it.

[Then call on students to read their answers and continue with the **Warm Up** as written.]

In **Activity III, Sell Your Career!**, if space or student behavior doesn't permit moving around the classroom, have students share their ads in teams of four. Students should write comments about their classmates' careers on post-it notes and post them on the advertisements.

## ACTIVITY STEPS

### I. Warm Up: Realistic Career Reflection (5 minutes)

1. **SAY SOMETHING LIKE:** Hi, everyone. Welcome to the sixth and final week in our careers unit. Last week, you researched your third career and identified the top two values each of your careers fulfills. This week, you're going to get a chance to review your research to figure out whether each one is a good fit for you. Then you'll choose your favorite career of the three you've researched, and write a short "advertisement" about it—describing what's exciting about the job, and what kind of people are right for it. At the end of the class, we'll post these career "ads" around the room and you'll have a chance to walk around and learn about different careers.

The purpose of this career reflection is to help you make a realistic career choice. In order to do that you need to dig under the surface of these jobs. You want to think about all of the pros and cons for each career so that you can make an informed decision about which career will best fit your own interests and skills. It's important to keep in mind that few people find every part of their job exciting. A police officer on TV is typically shown chasing after a criminal or jumping from building to building. In reality, there is a lot more to a police officer's job that is not shown on TV. Often times there is a lot of paperwork involved in processing an arrest, for example.

This doesn't mean that you should abandon your career choices if you don't love every part of the job. What you want to do is look at the overall picture of the job and ask yourself: What do I like? What parts would I not enjoy? This will help you figure out which job is the best fit for you.

### II. Choose a Career (15 minutes)

1. **SAY SOMETHING LIKE:** Now it's time to consider your own opinion about each of these careers. Please turn to your **Student Handbook pages 25–26, Career Assessments**. This is where you're going to record your personal opinion about each career. In short, whether you think it's a good fit for you and why.

To review the information you've gathered, please take out the **Career Reports** for all three careers, which you completed in lessons 3, 4, and 5. Take a few minutes to read through each one—especially the follow-up questions. Then, for each career, you're going to decide whether you would, might, or would not like that career. You are then going to explain what specific job responsibilities or tasks made you think you would or would not like that career.

2. **SAY SOMETHING LIKE:** When you've completed the box for each career, I'd like you to choose which one is the BEST fit for you and explain your answer at the bottom of the **Student Handbook pages 25–26, Career Assessments.**
3. [Give students about 15 minutes to review their **Career Reports** and complete the **Career Assessments.**]

### III. Sell Your Career! (15 minutes)

1. **SAY SOMETHING LIKE:** Now that you've selected your top career choice, it's time to create a career "advertisement" to let the class know why it's such an exciting career. This gives people the opportunity to learn about many more careers than they could investigate on their own. Who knows? Maybe you can encourage others in the class to consider it, too.

To begin, turn to your **Student Handbook page 27, A Job For You.** This is the form you'll use to create the advertisement that describes two things: WHY it's an exciting career and WHO would be a good person for this career. To fill it in, you'll want to refer to your career research—the **Career Reports.**

2. [Put the **Facilitator Resource 2, A Job for You? (Sample)** on an overhead projector to show a sample.]

**SAY SOMETHING LIKE:** Here's a sample of what an advertisement might look like for a curator—the person in charge of exhibitions and collections in a museum, gallery, or other institution.

Let's take a minute to review this page. The first part describes WHY it's an exciting career. To fill it in, think about the **What They Do** page in the **Career Profile.** What are some of the most exciting responsibilities and tasks of this job?

The second part of the advertisement describes WHO might be a good fit for this career. For this section, list some characteristics of people who would like this job. You'll need to make an inference here. It might be helpful to go back to **Student Handbook pages 14–15, What Do You Like to Do?**, and look at the career category descriptions.

Then, at the end of the page, you'll write the name of your career.

3. [Give students about 10 minutes to complete their advertisements, while you circulate to answer questions, troubleshoot, and keep them focused and on task.]

4. [When students have completed their advertisements, post the advertisements around the room.]

#### IV. Wrap Up: A Career for You? (10 minutes)

1. **SAY SOMETHING LIKE:** In the remaining time, you'll have a chance to walk around the room and read the different career advertisements. As you do, think about which ones you might consider yourself. [Students should use post-it notes to write comments on careers they find interesting.]

2. **SAY SOMETHING LIKE:** But before you start reading the advertisements, I wanted to say congratulations to all of you for doing such outstanding and thoughtful work in this unit. Thinking about your career—and your future—can be challenging, but you all showed a lot of maturity and personal insight.

I also hope that you all come away from this unit with some new ideas about possible careers. Whether or not you actually pursue one of the careers you researched, you should all be excited about the many possibilities that are out there. Plus, you've learned some important tools in this lesson for researching careers and thinking about how to find one that will be just right for you.

Even though this unit is over, remember that your career exploration has just begun!

#### 3. SKILLS CHECKLIST

Direct students' attention to **Portfolio pages 33–35, Grade 9 (9–12) Skills Checklist**. Have students complete the skills checklist questions for careers.

Careers

I can ...

Identify careers that match my interests.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Compare careers based on daily activities.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Compare careers based on education required.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify values that will affect my career decisions.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

Compare careers based on earnings.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Figure out whether a career is a good fit for me.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

## DO NOW

### Careers 6: A Career For You

**Directions:** You will have three minutes to read the questions and write your answers.

**Questions:**

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1. What job task (out of the three careers) are you the most interested in doing? Explain why you would enjoy doing it.

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2. What job task (out of the three careers) are you the least interested in doing? Explain why you wouldn't want to do it.

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## A Job for You? (Sample)

Use the information from your career report to create an “advertisement” for your top career choice that encourages other students to consider this career.

### **If you like...**

What are some of the most exciting parts of this job? Think about the **What They Do** section in the **Career Reports** and **A Day in the Life: Reflection on the Life of a \_\_\_\_\_**.

- *Working with collections of art and other precious objects, such as historic artifacts*
- *Meeting and working with lots of different artists*
- *All kinds of art, from painting to sculpture*
- *Watching an art exhibition come together*
- *Researching and writing about art and important objects*

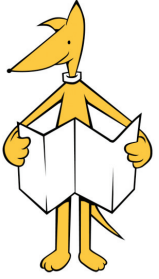
### **If you are...**

What kind of person would like this job? Think about the traits or personal characteristics a person would need to enjoy this career. Look back at your Career Reports and **Student Handbook pages 14–15, What Do You Like to Do?**

- *Someone who can manage a staff and organize large events*
- *A hard worker and good with details*
- *Flexible and sensitive to other people*

**Then consider a career as a... Curator**

Compare the evidence and  
choose your top career.



## Career Assessments

Now that you've researched important information about each of your careers, consider whether each one is a good fit for you.

### Career #1

Career name:

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I (circle one): [*would, might, would not*] like to pursue this career.

**Reflection:** List two tasks or job responsibilities that made you think this career would or would not be a good fit for you. For each task, explain why you think it fits (or does not fit) your skills and interests.

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\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Career #2

Career name:

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I (circle one): [*would, might, would not*] like to pursue this career.

**Reflection:** List two tasks or job responsibilities that made you think this career would or would not be a good fit for you. For each task, explain why you think it fits (or does not fit) your skills and interests.

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Career #3

Career name:

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I (circle one): [*would, might, would not*] like to pursue this career.

**Reflection:** List two tasks or job responsibilities that made you think this career would or would not be a good fit for you. For each task, explain why you think it fits (or does not fit) your skills and interests.

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### Top Career Choice

Of these three careers, which one is the best fit for you? Why?

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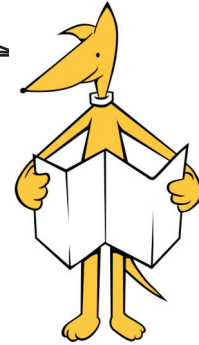
What is one obstacle that might keep you from pursuing this career? Describe something you could do now to help overcome this obstacle.

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Who would like this career? Use this page to share what you've learned.



## A Job for You?

Use the information from your career report to create an “advertisement” for your top career choice that encourages other students to consider this career.

### If you like....

What are some of the most exciting parts of this job? Think about the **What They Do** section in the **Career Reports** and **A Day in the Life: Reflection**.

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### If you are...

What kind of person would like this job? Think about the traits or personal characteristics a person would need to enjoy this career. Look back at **Student Handbook pages 14–15, What Do You Like to Do?** (lesson 2).

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**Then consider a career as a...** \_\_\_\_\_