



Career Exploration II

In this lesson, students further investigate the Holland code-related careers they expressed interest in. They consider job outlooks and lifestyle impacts, and explore the education or training needed to enter different careers. They also have the opportunity to explore academic offerings at local postsecondary institutions.

Essential Question

How does my learning at school help prepare me to become the person I want to be?

Guiding Question

How do career choices affect a person's lifestyle? How can I prepare for careers that interest me?

Objectives

- Students further investigate Holland code-related careers of interest, considering job outlooks, lifestyle impacts, and preparation required.
- Students may explore academic offerings at a local two- or four-year college.

Advance Preparation

- Project Do Now for students.
- Identify and explore (online) 3-5 local colleges or postsecondary training institutions of interest.
- Prepare multiple copies (at least 3 per student) of the “Career Profile Notes” sheet, with extras for those who need more.

Materials/Resources

- PowerPoint slideshow 1.5 (adapt as needed)
- Student materials

Student Materials

- Paper for Do Now
- Individual electronic devices
- “Career Profile Notes” sheet (at least 3 per student)

- “Postsecondary Education Notes” sheet

Vocabulary

- job security
- job outlook
- apprenticeship
- associate’s, bachelor’s, and master’s degrees

Do Now

3 min.

With a partner, brainstorm ways people’s career choices have an impact on their lifestyle outside of work. Jot down at least three examples of positive or negative impacts that different careers could have.

Pair and Share

Introduction (Framing/Overview)

10 min.

1. Slide 3: Student Dedication (30-60 seconds)
2. Do Now (slide 4): Invite students to share some of the impacts of career choice that they identified with their partners.
3. After students have offered suggestions, show slide 5, “Career Choice Lifestyle Trade-offs,” and ask students to comment on the graphic.

Whole Class Discussion

You do not need to discuss each area in depth, but be sure to make the following points.

- The graphic does not represent “either/or” choices, but sliding scales—for example, income can fall anywhere in between “little money” and “lots of money.”
- Most of these variables are not “good” or “bad,” but represent choices where individual preferences will vary. Some people would rather live and work in a big city while others prefer the country; for some people, lots of travel is exciting, while others are happy to just stay home.
- There are some real trade-offs, where an advantage in one category may mean a sacrifice in another. For example, people with very well-paid jobs often work many more hours each week, so they may have less time for their families or leisure pursuits; however, those whose jobs entail fewer responsibilities are often not well-paid, so they have less money for basic necessities as well as “extras” like travel, vacations, or luxury items.

Direct Instruction

4. Display the concept map for the lesson (slide 6). Tell students that during this lesson, they will use the internet to learn more about the career choices they identified in the previous lesson. Also, they will have an opportunity to learn more about some local colleges or institutions that offer postsecondary degrees or professional training that could prepare them for the careers they are investigating.

Activity 1: Learning More About My Career Choices

15 min.

5. Take time to discuss the last two categories listed, “job security” (slide 7) and “required preparation.”
 - Show slide 8, “Useful Terms to Know.” Ask students what they think “job security” means. Show the definition and explain to students in your own words. Ask students to give examples of jobs they think might offer high job security. *(For example, nurses and health care workers are in demand all over the country. If a nurse moves to a new location, he or she can usually find a new job fairly quickly.)* Ask students to name jobs that might offer less job security. *(People in the entertainment field are usually on short contracts. It can take a long time to get a job, and when it is over, they must find another one. As another example, professional athletes are at constant risk of career-ending injuries.)*
 - Then click to show the definition of “job outlook.” Explain to students that changes in society and technology mean that some jobs become more important, while others decline. For example, there were no careers in web design before the internet became widespread! On the other hand, as more and more robots are used in manufacturing plants, the need for human workers in those plants is declining. Ask students to suggest other examples of jobs that are increasing or declining.
 - Finally (slide 9), remind students of the need to plan ahead, keeping in mind the preparation required for various careers. Doctors and lawyers, for example, invest in at least three to five years of professional training beyond a four-year college degree.
6. Distribute the “Career Profile Notes” sheet (at least three per student; tell students that if they complete three profiles and need more, you can supply them). Have students take out their Career Investigation Planners from the previous lesson.
7. Display slide 10, “Learning More About the Careers You Selected” (**Note:** *If you prefer, project your computer screen and walk students*

**Whole
Class
Discussion**

**Direct
Instruction**

**Whole Class
Discussion**

**Direct
Instruction**

through the process of exploring a career, as follows, using the actual Occupational Outlook Handbook website. The screenshot slides are provided in case you are unable, or prefer not, to project the website from your computer.) Have students open the OOH website on their devices (slide 11).

**Guided
Exploration**

8. Direct students to enter the name of one selected career (from their Career Investigation Planner) in the search bar (upper right of the website), and click “Go.” Before moving on, make sure all students have done so successfully. *(Note: the exact job title entered may not come up, but a list will show similar titles; students should choose one of these. Make sure students are spelling the job titles correctly.)*

9. Guide students to review the “Summary” section that comes up when they entered a job title (slide 12). Ask them:

**Whole Class
Discussion**

- What information does the summary provide?
- Does the summary use any terms that are unfamiliar? *Point out the small blue circles with question marks beside each term. Clicking on these circles will open a pop-up window with an explanation of the term. For example, “median pay” is like an average—it means that half of people in that occupation earn more than this number, and half earn less.*

Give students time to take notes on the information provided in the summary about the career they are investigating.

10. Ask students to comment on the topics listed below the summary (and in the tabs, slide 13). Why would these topics be important for someone to consider when choosing a career?

- Tell students they can explore all of the tab topics or only a few; however, they should make sure to open enough topics to fill in **all** of the spaces in the Career Profile Notes page.
- Advise students that when they are satisfied with the information they have collected on their first selected career, they should take a second Career Profile Notes sheet and repeat the process with a different career (slide 14). In all, they should complete at least three Notes sheets; they may do more if they have time.
- Point out that the section “Similar Occupations” lists related careers that may be of interest, especially if some of the things they learn about the careers they previously identified sound less than appealing. *For example, the job “Assemblers and Fabricators” (= factory workers) has a declining Job Outlook. However, the*

**Individual
Exploration**

similar occupation “Industrial Machinery Mechanics...” has a bright future, with projected 13% growth! A student who likes to work with his or her hands and does not want to sit in a classroom after high school might want to explore an Industrial Machinery Mechanic apprenticeship, as explained in “How to Become One.”

11. Give students time to explore the site on their devices. Circulate in the classroom to assist students as needed, to make sure students stay on task, and to provide additional Notes sheets to students who finish the first three.

**Individual
Exploration**

Activity 2: Exploring Education and Training Opportunities 12 min.

12. Ask students to comment on what they learned about the career options they identified based on their Holland codes (slide 15). Ask:
- Who learned something interesting about the job outlook for one of your career options?
 - Who explored at least one other “similar occupation” to one of the career choices you listed yesterday?
 - What did you learn about the preparation required for your career options? How many people are interested in careers that require an associate’s degree (2-year college)? How many would need to go to a 4-year college (bachelor’s degree) or earn a graduate degree? How many are interested in apprenticeships or certification programs?
13. Tell students (slide 16) they will now have an opportunity to explore a few of the college and training opportunities available locally. (Of course, as students continue in high school they will want to explore many other options! This is just a chance for them to begin to discover some of the possibilities.)

**Whole
Class
Discussion**

Then choose one of the following options (slide 17):

14. **Option A:** If students have access to the Internet on individual devices, provide a list of several (3-5) local colleges, universities, and/or training institutions of interest. Your list should include at least one public 2-year college and one public 4-year college. We also recommend including a private 4-year college and a reputable local trade school. Give students time to visit the websites of one or more institutions. In particular, they should visit the list of programs or majors (usually found in the “Academics” section of the website) and

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see whether the institution offers a program corresponding to the career interests that they have identified. They should also visit the “Admissions” section to learn more about the steps to apply and the support the institution provides applying students. Please note:

- College websites vary in their presentation and structure. As a teacher, please explore the website of each institution listed **in advance**, so you can help students find the relevant information.
- Students should have some freedom to explore. While the “Academics” and “Admissions” sections should be their main focus, they should be allowed to visit anything on the institutional website that interests them. For example, many students may want to find out what their options for financial aid would be. Encourage students to take notes on whatever they find useful and interesting (“My Postsecondary Education Notes” page). Circulate as students investigate to help students as necessary and make sure they are on task and taking notes.
- Another area in many institutions that students may wish to explore is dual enrollment (the opportunity to enroll in classes and earn college credit while they are still in high school).

15. **Option B:** If your students **do not** have access to the Internet on individual devices, or if there is not enough time for them to engage in individual exploration of college websites, project from your own computer the website of a local public college or university. Engage interactively with students to explore the website. (Of course, you should also have explored it in advance so that you can locate information quickly and easily.) For example:

**Teacher
Modeling**

- Visit the “Academics” or “Programs and Majors” section of the website. Ask students to suggest areas of interest. Based on their suggestions, click on corresponding majors and programs. Point out interesting facts that come up. Check out several different majors and programs.
- Visit the “Admissions” section and explore the admissions process.
- Invite students to submit questions they have about the college and use the website to seek answers to those questions. (Note: if students ask about the cost of enrollment, they may experience sticker shock! If this occurs, be sure to also visit the “financial aid” section and let students know that financial aid is available in many forms. Point out also that private colleges—even though

their tuition is higher—also often provide much more financial aid and support for qualified students.)

Give students a list of three to five local 2- and 4-year colleges and reputable training institutions. Encourage them to continue exploring these institutions, or others that may be of interest, on their own.

Closure

5 min.

16. Have students share with a partner one or two career, education, and/or training opportunities they would like to explore further (slide 18). **Pair and Share**
17. Close by reminding students that their schoolwork now is what prepares them for the exciting future opportunities they've been exploring. **Direct Instruction**
18. Exit ticket: students' Career Profile Notes serve as an exit ticket (slide 19).

Extensions

Manage time in class by extending or decreasing how much time students have to explore the OOH and college/training institution websites. You can also have students share with a partner their top takeaway following investigation of the OOH site.

As homework, invite students to check out more college or training institution websites.

If Internet access is a problem, ask your guidance counselor for hard-copy documents that provide more information on various careers and local colleges. If this is the case, you will have to adjust the lesson accordingly.

My Name: _____

Career Profile Notes

Career Name: _____

Typical Entry-Level Education: _____

Average Pay: _____

Job Outlook: _____

Main responsibilities of this career: _____

What I like about this career: _____

Is there anything I don't like about this career? If so, what is it?

How I would enter this career (education, major, experiences): _____

Similar careers that might interest me: _____

Other notes or thoughts: _____

My Name: _____

My College Exploration Notes

[illegible]