

Title: My Career Step Plan of Action

Grade Ranges:

 K-4

 5-8

 X 9-12

Subject Tag:

Business Education

Synopsis:

In this activity, students will draft a personal Career Step Plan of Action outlining the career steps they anticipate taking in order to achieve their ultimate career goal. The Career Step Plan of Action should include the types of jobs they will have, why each job step is important in achieving their ultimate career goal, and how long they predict they will stay employed at each step. This is an exploratory lesson; it is not intended to provide students with an actual career choice.

Keywords:

careers, jobs, plan of action, goal setting, decision making, career goals

Body:

Class Session One

1. Establish focus with students by asking a series of questions. Encourage participation.
 - Do you believe there is only one job for any one person? Why or why not?
 - Do you believe that once you decide on a job, you should stick with it for the rest of your life? Why or why not?
2. Stress that choosing a career is serious business. Ask “What things are important to you in a job? In other words, what things are you looking for in a job?” List these items on the board or flip chart. This list might include such as items as status, income, power, geographic location, and opportunity for advancement. Keep in mind that this list could be unlimited because each individual places value on different criteria.
3. Once the list is complete, encourage students to think in terms of long-term planning; that is, look at a job in terms of opportunities the job might provide in the future and not just what it provides for today.
4. Ask how many students know for sure the career they want to pursue. (Show of hands)
5. Ask how an individual might learn more about different jobs. Answers could include:
 - Take a part-time job and learn from on-the-job experience.
 - Talk to people who have such jobs.
 - Check the library for books on a specific career.
 - Do Internet research on a specific career.

6. Emphasize that in exploring a career, the important thing is not to merely find out more about the career but to think of that career in terms of a person's likes and dislikes – students should attempt to personalize the career. Students should think about what's right for them. Also emphasize that career planning should not be a one-step process that is completed and never reviewed; rather it should be a continuous process.
7. Distribute the accompanying handout.
8. Explain that you want each student to think about the class discussion and provide a brief answer to each of the points in the Career Plan worksheet as the statements apply to their career goals. Encourage students to give serious thought to each answer.
9. To be sure students understand the assignment, you may want to use yourself as an example and walk through the various points in the Career Plan.
10. Allow students to begin work on their assignment. Remind them that they should have their Career Plan completed for the next class session and be ready to share with others.

Class Session Two

1. Build excitement into the sharing of the reports by reminding students that success in a career involves a lot of preparation and that listening and sharing ideas helps everyone better understand how they can be more successful in their career planning.
2. Allow time for the oral reports. With each presentation, be sure to compliment the students on their thought process. Establish that students can ask one another follow-up questions for clarification or further explanation. Encourage them to continue to review their career plan on a regular basis.

Objectives:

Students will:

- explore some of their concerns in planning a career.
- practice a decision-making model.
- describe a personal Career Plan of Action.
- recognize the value of long-range career planning.

Standards:

NY: Language Arts 1. Students will read, write, listen, and speak for information and understanding. **3.** Students will read, write, listen, and speak for critical analysis and evaluation. **4.** Students will read, write, listen, and speak for social interaction. **Family and Consumer Science 3.1.** Resource Management Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

NYC: A2a. Make an oral presentation of project plans or findings to an audience with expertise in the relevant subject matter. **A4a.** Learn from models

CT: Language Arts 2. Producing Texts – Students will produce written, oral, and visual tests to express, develop, and substantiate ideas and experiences. **Learning Resource & Information Technology 1.** Defining Information Needs – Students will define their information needs and identify effective courses of action to conduct research, solve complex problems, and pursue personal interests. **Technology Education 3.** Career Awareness – Students will become aware of the world of work and its function in society, diversity, expectations, trends, and requirements.

NJ: Cross-Content Workplace Readiness 1. All students will develop career planning and workplace readiness skills. **3.** All students will use critical thinking, decision-making, and problem-solving skills.

Time Required:

two class sessions with sufficient time between sessions for completion of assignment.

Technology and Materials Needed:

1. Board or flip chart
2. Handout: My Career Plan

Recommended Lesson Plan Review Date:

Name:

MY CAREER PLAN

My Career Goal:

Job Steps I Will Take to Reach My Career Goal	The Pros of Each Step I Will Take	The Cons of Each Step	How Long I Think I Will Stay At Each Step