**Getting Started with the Career Catalyst Lesson Plan**

**Grade Levels**

* Grade 8
* Grade 9/10
* Grade 11/12

**Prerequisite**

None

**Timing**

45 minutes

**Objectives**

This lesson introduces the career exploration experience. It lays the foundation for career awareness, exploration, and planning. At the end of this lesson, students will understand why gaining knowledge about themselves (interests, strengths, and skills) will help them make informed education and career choices and discover their career direction.

**Standards**

As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the career-literate individual. This introductory lesson is the first step in students developing argumentation skills and demonstrating independence in their thinking.

|  |  |
| --- | --- |
| **Grade 8** | **CCSS.ELA-LITERACY.W.8.1**  Write arguments to support claims with clear reasons and relevant evidence. |
| **Grade 9/10** | **CCSS.ELA-LITERACY.W.9-10.1**  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| **Grade 11/12** | **CCSS.ELA-LITERACY.RL.11-12.1:**  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |

**Background**

Career exploration is a multi-step process that begins in adolescence and continues well into adulthood. While some students may determine their career direction at an early age, it takes others their entire lives to find a career path they love. The key to determining the career direction for students starts with identifying personal interests, strengths, and skills.

**Materials**

* Projector/computer
* Internet connection to YouTube
* [Career Exploration 2016](https://www.youtube.com/watch?v=ZFjUl3SgJtk) (8 min)
* [Getting to Know You](https://www.youtube.com/watch?v=1KNDFcxw2Pw) (3 min)
* Student Handout — Getting Started with the Career Catalyst

**Essential Question**

*Why do I care about career exploration?*

**Anticipatory Set** | *10 minutes*

Show the Getting to Know You video and then post the four questions below on the board. Pass out the student handout. Have students write their answers to each of the four questions. (It is OK if a student doesn’t know how to answer any of the questions. They will learn that not knowing the answer to a particular question can lead them to understanding what to look for in their career exploration.)

1. What kind of career interests me?
2. What do I want to do in my career?
3. What kind of people do I want to work with?
4. What kind of environment do I want to work in?

**Instructions** | *30 minutes*

1. Prepare to show the video on career explorations by telling students that the video they are about to view shows a variety of careers. Ask students to choose two careers either from the video or other careers from their community and have them write the two careers on their handout. Show the YouTube Career Exploration 2016 video. After the video, explain to students that:
   1. Each career shown in the video requires a set of skills.
   2. Each set of skills requires some kind of education and/or training.
   3. The person getting this education and training must be interested in acquiring this set of skills
2. Have students complete the handout on the career choices they selected. It is important to know that students, especially younger students, will likely need to “guess” the answers to the questions in the handout. The purpose of the questions in the handout is for students to begin to relate careers with skills and education/training.

**Review and Closure** | *5 minutes*

Educator dialogue: “Our world is changing and our future holds many opportunities and choices. We all can play an important role in that future. The Career Catalyst gives you useful tools and tactics to make exciting plans. Knowing yourself is one key to success and happiness. Your ability to make informed education and career choices to identify a job/career depends on how well you can match your interests and strengths with the best-fit careers and opportunities.

*“Many careers are available to job seekers, and each career requires workers who have mastered a number of skills. The question you have to ask yourself is,* **‘What skills am I interested in mastering?’** *You may not know what your career direction is today, but through the Green 360 Career Catalyst, you can determine what you are interested in, decide how you want to engage with your community, and consider the career options that match your interests. You will also take the next steps to seek out and talk to people who may help you connect with your career choices.”*

**Next Step**

Know Yourself: Discover Your Interests

**Student Handout**

**Getting Started with the Career Catalyst**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Write your ideas about what you want in your career.**

|  |  |  |  |
| --- | --- | --- | --- |
| **What kind of**  **career interests me?** | **What do I want**  **to do in my career** | **What kind of people**  **do I want to work with?** | **What kind of environment do I want to work in?** |
|  |  |  |  |

**Write your ideas about what you want in your career.**

|  |  |  |  |
| --- | --- | --- | --- |
| **What careers do**  **I want to explore** | **What kinds of skills**  **do I think are needed**  **for this career?** | **What kind of education/training do I think is needed for this career?** | **I am interested inhaving this skill and/or the education/training needed**  **(YES/NO)** |
| ***Example*** | | | |
| Teacher | 1. Content Knowledge  2. Likes to work with children | 1. College degree  2. I don’t know | 1. Yes  2. Yes |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |