Lesson Plan

Career and Life Management

Finding a Career Fit

Objective: Students will perform self-assessments of skills, interests, and values and reflect upon compatible careers based upon their unique strengths and preferences.

Workplace Readiness Skill: **Demonstrate career- and life-management skills.**

Demonstration includes

- *recognizing the importance of education and career planning (e.g., minimum job qualifications, advancement and professional-development opportunities)*
- *identifying available benefits and professional resources (e.g., labor unions, professional organizations, employee-assistance programs, insurance and retirement benefits)*
- *managing personal growth and wellness (e.g., stress management, self-care, financial planning)*
- *setting goals (e.g., specific, measurable, attainable, realistic, time-bound [SMART] goals).*

Correlations to Other Workplace Readiness Skills:

- Demonstrate creativity and innovation.
- Demonstrate critical thinking and problem solving.
- Demonstrate big-picture thinking.
- Demonstrate continuous learning and adaptability.

Correlations to the Virginia Standards of Learning (SOL):

- English: 6.C, 6.DSR, 6.RI, 6.W, 7.C, 7.DSR, 7.RI, 7.W, 8.C, 8.DSR, 8.RI, 8.W, 9.C, 9.DSR, 9.RI, 9.W, 10.C, 10.DSR, 10.RI, 10.W, 11.C, 11.DSR, 11.RI, 12.DSR, 12.RI
- History and Social Science: CE.12, CE.14, GOVT.13, GOVT.14

Instructional Steps:

1. ***Introduce the lesson by asking students, "Where do you see yourselves in 10 years?" "If you had a crystal ball, what might you see?"*** Display Teacher Resource #1: Crystal Ball Brainstorming (this can be projected or used as a handout for students). Record student ideas.

2. ***Explain that, today, the class is going to spend time using the Virginia Education Wizard (https://www.vawizard.org/wizard/careersAssess) to research individual skills, interests, and values.*** Emphasize that these are self-assessments, aimed at assisting students as they think about their lifestyle needs, personalities, and work values as these relate to career choices. There are no right or wrong answers to questions on these assessments. At the end of the assessments, the Virginia Education Wizard will provide information about careers that fit each student's responses to the assessments.

3. ***Allow time for the students to work through the Virginia Education Wizard to research individual skills, interests, and values.*** Encourage students to respond honestly and candidly, and to keep a notepad close by to jot down thoughts and questions throughout the exercise.

4. ***Discuss student assessment results.*** Once students have completed the assessments, read through the suggested careers, and taken notes, hold a class discussion to begin reflecting on what they've learned. Ask, "How do your assessment results compare with your initial 'crystal ball' thoughts about your future? Are the suggested careers appealing to you? Why or why not? What are some next steps you can take to learn more about possible career options?" Consider holding discussions in small groups, organized according to related careers.

5. ***Reflect in writing.*** Once whole-class and/or small-group discussions have taken place, ask students to reflect in writing on the following prompt:

   Knowing your skills, interests, and values is the first step in deciding on a career fit. Based upon the assessments you've just completed, explain your thoughts about your current skills, interests, and values. What are your strong suits? What type of career will hold your interest? What type of work can you do that honors your personal values? What are some next steps you can take? Explain.

Formative Assessment**:**

- Assess student understanding as demonstrated in the class and small group discussions.
- Evaluate student understanding of concepts within the lesson as demonstrated by responses to the journal prompt. Use the Journal Assessment Rubric to evaluate student writing.

Options for Adaptation/Differentiation:

- To complete this activity in a shorter amount of time or to extend it to a four-lesson series, ask students to only complete one of the three career assessments, or to complete just one assessment at a time. Use day one to assess skills, use day two to assess interests, and use day three to assess values. Then use one additional class period to summarize, discuss, and reflect upon student assessment results.
- To extend this activity and provide further enrichment, ask students to conduct an Internet search to learn more about one of the careers identified through the assessment process. Have students report on job projections, current industry trends, and what local opportunities exist for employment in that industry. Share research.

Suggestions for Follow-up:

- Invite a manager from business and industry to discuss his/her company, including how employees' skills, interests, and values impact the organization as a whole.
- Regardless of the careers identified as part of the assessments, most employers look for many of the same soft skills from their new employees. As a class, discuss the definition of *soft skills*, and brainstorm what worker characteristics are in demand by all employers, regardless of industry.

Teacher Resources:

- Build Your Future (http://www.byf.org/) (specific to craft/skilled labor professions)
- Bureau of Labor Statistics (https://www.bls.gov/), U.S. Department of Labor
- Career OneStop (https://www.careeronestop.org/), U.S. Department of Labor

- CTE Trailblazers: Labor Market Data and Reports, Trailblazers, Career and Technical Education in Virginia (http://ctetrailblazers.org/)
- My Next Move (https://www.mynextmove.org/), O*Net, U.S. Department of Labor
- O*Net (https://www.onetonline.org/), U.S. Department of Labor

Teacher Resource #1:

Crystal Ball Brainstorming

Where do you see yourself in 10 years?



My Skills, Interests, and Values

Journal Assessment Rubric

	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Student displays conceptual understanding.	The student understands his/her current skills, interests, and values in relation to future career choices.	The student demonstrates an understanding of his/her current skills, interests, and values in relation to future career choices.	Student understanding is spotty or unclear; the student partially grasps the relationship between current skills, interests, and values and future career choices.	The student does not demonstrate a conceptual understanding.
Written ideas are fully formed.	Ideas within the journal are developed and clear to the reader.	Ideas within the journal are somewhat developed and clear to the reader.	Ideas within the journal are incomplete or unclear to the reader.	Ideas within the journal are not developed.
Writing is organized and clear.	Student journal is organized in paragraphs and clearly conveys all ideas.	Student journal is somewhat organized in paragraphs and conveys most ideas.	Student journal requires additional organization and attention to detail.	Student journal is not organized and does not convey ideas.
Student uses good vocabulary and language choices.	Choice of vocabulary is specific, professional, and appropriate to the audience (teacher).	Choice of vocabulary is somewhat specific, professional, and appropriate to the audience (teacher).	Choice of vocabulary needs to be improved so that it is specific, professional, and appropriate to the audience (teacher). Some slang or simplistic words should be replaced.	Choice of vocabulary is not specific, professional, and appropriate to the audience (teacher). Slang or simplistic words replace those that would better convey student ideas.
Student attends to grammar, spelling, capitalization, and punctuation.	There are no grammar, spelling, capitalization, or punctuation errors.	There is one grammar, spelling, capitalization, or punctuation error.	There are two grammar, spelling, capitalization, or punctuation errors.	There are more than two grammar, spelling, capitalization, or punctuation errors.