Basic 12 for High School — Workshop 3:
Have you developed a career plan?

Description:
The workshop focuses on helping students develop a specific career path or plan. It provides several formats students can use to develop the plan, supported by online explorations of careers. A strong follow-up lesson is provided by OSPI on the state-required Four-Year Plan.

Note: The follow up lessons provide additional opportunities to explore individual careers.

Outcome:
Students will understand and be able to articulate the match between their personal interests/goals and their preparation plan for college/careers.

Learning Targets:
- How interests and careers relate to school subjects/college majors
- How decisions made in high school effect postsecondary and employment opportunities

Contents:

- **Agenda**

- **KnowHow2Go Connection:** Push Yourself!
  - Get Ready
  - Explore Your Interests
  - Make A Sample Career Plan

- **Assessments/Evaluations:**
  - Number of students who have drafted a career plan

- **Materials or Resources Recommended:**
  - Local High School information on High School and Beyond Plans (check OSPI or high school website)
  - Washington Career Bridge, wtb.wa.gov
  - Checkoutacollege.com

Workshop Length: 60 minutes
Note: This workshop could easily be broken into several shorter workshops to allow students enough time to complete the assignments.

Workshop 3 Agenda
Have you developed a career plan?

Introduction: ..... 10 minutes

Making a career plan is a matter of matching your skills and interests to an occupation to create a career goal, and then deciding the steps you need to take to reach that goal.

What kind and how much education do you need to achieve your career objective?

The High School and Beyond Plan gets all students thinking about their future and how to get the most out of high school, so that they're ready to pursue their adult lives, no matter what direction they plan to take.

Ideally, students write their plan in 8th or 9th grade and then continue to revise it throughout high school to accommodate changing interests or goals. Students should be encouraged to include the following elements in their plan:

- Their personal story – what experiences, interests and goals are shaping who they are now and who they want to become
- Their learning style
- Their goals for high school – what their four years of high school look like, including classes, extracurricular activities, sports, a job, etc.
- Their goals for immediately after high school – a student's plan should include the classes needed in preparation for a 2- to 4-year college, vocational or technical school, certificate program or the workforce

Each school district determines the guidelines for the High School and Beyond Plan. **Please contact your local school district to obtain a copy of the guidelines that have been established for your district.**

How many of you have a high school and beyond plan?

Whole Group Student Engagement: ..... 30 minutes

- The whole group time for this workshop focuses on making sure students understand the steps developing a career plan. The KnowHow2Go page provides background information and an outline for the steps. The facilitator can guide the exploration of the information or provide time for pairs or small groups of students to review the material and discuss the ideas.

KnowHow2Go: Explore Your Interests

What are you good at? Do you have something you love to do? Whether it's playing sports or playing an instrument, your interests today say a lot about what career you might have tomorrow. To get there, follow these 10 steps. And be sure to discuss career options with your school counselor, parent or guardian:

Step 1

Make a list of your skills and interests. Think hard about what you enjoy and what you are good at.

Step 2

Find out more about the kinds of the jobs that interest you, along with their educational requirements, salary, working conditions, future outlook and anything else that can help you decide what's best.

Step 3

Make a second list of possible jobs that you would like to have and compare it with your skills and interests. The job that matches your skills and interests the closest may be the career for you.

Step 4

Choose your career goal. Once you've decided what occupation matches up best, then you can begin developing a plan to reach your career goal.

Step 5

Develop a career plan. Think about what you want to do and find out more about the kind of training, education and skills you will need to achieve your career goal.

Step 6

Select a school that offers a college degree or training program that best meets your career goal and financial needs.

Step 7

Find out about financial aid to help support you in achieving your career goal.

Step 8

Learn about job hunting tips as you prepare to graduate or move into the job market.

Step 9

Prepare your resume, and practice job interviewing techniques.

Step 10

Go to your career guidance center at school or a local library for information and help on career planning.

Make A Sample Career Plan

Career Goal: **To become a civil engineer**. To design, plan, and supervise the construction of buildings, highways, and rapid transit systems.

- Requirements:
    - Bachelor's degree in engineering.
    - Ability to work as part of a team.
    - Creativity.
    - Analytical mind.
    - Capacity for detail.
    - Presentation skills.
    - Writing skills.
    - Knowledge of physical sciences and mathematics.
    - Accreditation by Licensing Board.
- Current Skills and Interests:
    - Summer worker for Smith Construction Co.
    - High School mathematics courses
    - High School science courses
    - Experience working as a team
    - Attended high school writing courses
    - Gave presentations in high school courses
- Plan To Reach Career Goal:
    - Bachelor's Degree.
    - Attend the University of Texas School of Engineering
    - Job Experience
    - Continue working for Smith Construction Co.
    - Seek internships through University career placement office
    - Networking
    - Join campus organizations for engineering students

It is important to link this information with the local school requirements around High School and Beyond Plans. Make students aware that having a plan for work and education beyond high school is a graduation requirement in Washington.

(Note: OSPI provides a lesson on the High School and Beyond Plan and it can be used as a follow-up lesson to the workshop.)

Individual Student Engagement: ..... 30 – 40 minutes
This workshop is an opportunity for students to begin developing their career plan with support from the facilitator. Depending on the journal/portfolio structures, students should use the sample career plan to develop and record their individual plan.

Closing: ..... 5 minutes
The closing can be a sharing of key points from each student's career plan.

Follow-up Lessons for Workshop 3
Have you developed a career plan?

❖ Career Interests: "You Don't Say" Career Game

- Sparking the Future Lesson Plans – OPSI
  Career Interest: "You Don't Say" Career Game, Grades: 7 – 9, Lesson: 5
  http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/SparkCurriculum/Grades7-9/STF_Gr7-9_Lesson05.pdf
- **Lesson Goals:**
  - Explore different careers and the key tasks performed by people in those careers.
  - Discuss how interests relate to careers.
- **Lesson Description**
  The lesson introduces multiple careers in a small group, game format allowing students to become familiar with a wider range of careers.

❖ Exploring Options: A Closer Look at Two-Year Colleges

- Sparking the Future Lesson Plans – OPSI
  Exploring Options: A Closer Look at Two-Year Colleges, Grades: 9 – 10, Lesson: 4
  http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/SparkCurriculum/Grades9-10/STF_Gr9-10_Lesson04.pdf
- **Lesson Goals:**
  - Introduce community and technical colleges, their programs, and degrees.
  - Familiarize students with opportunities in Washington State.
- **Lesson Description:**
  Many students are unfamiliar with the opportunities two-year colleges offer. The lesson encourages students to look at all colleges, particularly those that are in their region.

Assessment of Workshop 3:
Have You Developed a Career Plan?

Purpose(s):

- To determine if students understand and can articulate the match between their personal interests/goals and a career plan
- To determine if students are beginning the development of a career plan that links interests with careers and college preparation programs

Format: Student worksheet

Facilitator Directions:

- Run off copes of the worksheet (assessment) for each student. Another option is to put the questions into a power point or use on a document camera to discuss the questions.

- Make sure students know that they are not "graded" on the worksheet nor are there absolute right or wrong answers. The purpose of the worksheet is to help them reflect and to determine what they understand. Share that you will use the information to plan future information and workshops.

- Give students time as part of the **Individual Student Engagement** to complete the worksheet.

- Discuss the answers in the **Closing.**

- Have students turn in the worksheet at the end of class. Review student responses and use this information to determine whether the group is on track or whether you need to add more information at this point.

- Return the worksheet to students at the beginning of the next class to be kept in their portfolios.

Workshop 3: Workshop Assessment Tool
My Career Pathway

Student Directions: List 10 to 12 activities and subjects that you really enjoy. Decide whether each activity involves people, things, ideas or data (numbers and figures), and check all the columns that apply.

Activities	People	Things	Ideas	Data
1.				
2.				
3.				
4.				
5.				
6				
7.				
8.				
9.				
10.				
11.				
12.				

Based on your answers, what do you most like to work with, **people**, **things**, **ideas** or **data**?

Which career pathways match your interests?
____Business, Management & Finance
____Education, Social & Health Services
____Agriculture, Science & Natural Resources
____Art, Media, Communications & Design
____Engineering, Science & Technology

Choose five jobs that interest you and research them using the Occupational Outlook Handbook (www.bls.gov/ooh). What kind of education do you need?

Job **Education Needed**

1. _____
2. _____
3. _____
4. _____
5. _____

Sparking the Future

CAREER INTERESTS: "YOU DON'T SAY" CAREER GAME

GRADES: 7-9 LESSON: 5

LEARNING GOALS:

- Students will identify careers based on the tasks performed by people in those careers.
- Students will describe how their interests relate to careers.

ALIGNMENT WITH STANDARDS:

- **Essential Academic Learning Requirements Grade 8 Grade Level Expectations:** This lesson is aligned with Communication 1.1.2, 1.2.1, and 2.1.1. Students will use listening and observation skills to interpret information and then to develop a response, all while keeping the setting and the needs of their audience and team-mates in mind.
- **Common Core State Standards Grade 8:** This lesson is aligned with English Language Arts Speaking and Listening 1c, 1d, and 6. Students will pose questions that connect the ideas of their team-mates, acknowledge new information expressed by others, and adapt their speech appropriately to the setting.
- **American School Counselor Association National Standards:** This lesson is aligned with ASCA Career A2.3, B1.5, and B2.1. Students will demonstrate knowledge about the changing workplace, use information from peers and their teacher to obtain career information, and demonstrate awareness of the educational requirements of careers.

MATERIALS NEEDED:

- **"You Don't Say" Game Cards** *(final pages – one set for each group of six students)*
- **"You Don't Say" Game Rules** *(included in this lesson plan– one copy for each team of three students)*

- **Timers or a clock with a second hand**

CLASSROOM ACTIVITIES:

1. **Introduce the "You Don't Say" career game.** Divide your students into groups of six (or more). Within each group, divide the students into two teams. Then distribute one copy of the **Game Rules** to each team and review them together. You might want to ask one group to play a sample round as a demonstration. *(5-10 minutes)*

2. **Play "You Don't Say."** Distribute the **Game Cards** to each group and let the fun begin! See how students do at guessing the various careers. If there are careers they have difficulty guessing – or have never heard of before – you might want to start a list for future career exploration. Remind students how they can learn more about careers. For instance, they can search for career information at Career Ship® at: www.mappingyourfuture.org/planyourcareer/careership/. *(15-20 minutes)*

3. **Discuss career interests.** Ask students if they learned anything new about a career while playing the game. What did they learn? How can they learn more? Remind them that they can check the federal Bureau of Labor Statistics' **What Do You Like** web site at www.bls.gov/k12 for more information. *(5-10 minutes)*

STUDENT PRODUCTS:

- **"You Don't Say" Career Game.** Each student should have a chance to play.

ADDITIONAL RESOURCES:

The following resources are helpful for middle school and early high school students to share with their families, to learn more about postsecondary and career options.

- **What Do You Like? What Do You Like?:** www.bls.gov/k12
- **Education Planner:** www.educationplanner.org
- **Mapping your Future:** www.mappingyourfuture.org
- **Career Ship®:** www.mappingyourfuture.org/planyourcareer/careership/

You Don't Say!

CAREER GAME RULES

CAN YOU GUESS THE MYSTERY CAREER WITHOUT SAYING?

PREPARING TO PLAY

Assign all players into groups of six (or more). Make sure each group has a pack of cards and a timer (or access to a clock with a second hand).

Break each group into two teams: Team A and Team B.

Team A begins. One player from Team A should be the first Cluegiver. The Cluegiver sits facing his or her teammates, so that the teammates cannot see the Cluegiver's card. Team B players can stand behind the Cluegiver so that they can see the card.

PLAYING A ROUND

The Cluegiver draws from the top of the deck of cards. The word in all capital letters at the top of the card is the career (the Guess word) the Cluegiver is trying to get the teammates to name. The three words below the Guess word are the "Don't Say It" words that the Cluegiver CANNOT use when giving clues.

As soon as a card is drawn, the timer is started. The Cluegiver shouts out clues and his or her teammates shout out the names of possible careers based on those clues. Remember, the Cluegiver CANNOT use the "Don't Say It" words and cannot say the Guess word in any way!

The Cluegiver can use words or sentences for clues. However, no gestures, sound effects, noises, "sounds like," "rhymes with," or initials are allowed.

SCORING POINTS

Take 1 minute for each round. If the team guesses the career before the end of the round, the Cluegiver should draw a new card and keep going.

Add 1 point to the team's score for each career correctly guessed.

At the end of 1 minute, switch teams: a player from Team B becomes Cluegiver, draws a card, and begins.

ELECTRICIAN Current Wiring Transmitter Installs and repairs electrical systems in houses and other buildings.	**PHOTOJOURNALIST** Picture Camera Story Photographs newsworthy people and places for newspapers, TV, blogs…	**EMERGENCY MEDICAL TECHNICIAN** Ambulance Patients Paramedics Gives immediate care and transports sick or injured.
BARBER Hair Cut Clippers Cuts and styles people's hair.	**SUBSTANCE ABUSE COUNSELOR** Drugs Alcohol Group Helps people deal with addiction and substance abuse.	**MEDICAL TRANSCRIPTIONIST** Reports Records Types Listens to recordings by doctors dictating medical reports.
HOTEL MANAGER Motel Rooms Lodging A manager of a hotel is responsible for maintaining the entire business.	**PLUMBER** Pipes Water Sink Installs and repairs water, sewer, and gas lines in homes & buildings.	**BUILDING INSPECTOR** Job sites Examines Construction Examines the construction, alteration, or repair of buildings.
DENTAL ASSISTANT Teeth X-Ray Instruments Performs a variety of patient care and laboratory duties with dentists.	**MUSICIAN** Instrument Professional Band May play musical instruments, sing, compose, arrange, or conduct.	**DANCE INSTRUCTOR** Flexibility Steps Music Teaches a variety of dance forms including ballet, jazz, and modern.
METEOROLOGIST Weather TV News Forecasts the weather on TV, radio, or Internet.	**TATTOO ARTIST** Body Needle Ink Performs permanent body art.	**X-RAY TECHNICIAN** Film Pictures Body A person who takes x-rays for doctors.
COACH Athletics Sports Team A teacher/leader of a specific team sport or individual athlete.	**BRICKLAYER** Masonry Mortar Fireplace Builds walls, floors, fireplaces, and structures with brick, concrete, and other materials.	**COMPUTER PROGRAMMER** Program Software Function Writes, tests, and maintains software for computers or other devices.

FLORIST Flowers Bouquet Arrangement Cuts and arranges live or dried flowers for customers.	**CARPET INSTALLER** Tack Wall-to-wall Carpet Installs padding and carpeting in homes and other buildings.	**PROBATION OFFICER** Arrest Offenders Jail Police officer who is responsible for people released from jail.
APARTMENT MANAGER Rent Deposit Lease A person responsible for managing and maintenance of apartments.	**FISH & GAME WARDEN** Badge Animals License Protects and controls the safety of the natural habitat.	**JEWELER** Stones Ring Necklace Designs, makes, and repairs rings, necklaces, and other jewelry.
FUNERAL DIRECTOR Mortician Death Enbalming Plans memorial services and burial arrangements with the family.	**ATHLETIC TRAINER** Workout Equipment Sweat Provides athletes or teams with conditioning and therapy.	**CHEF** Kitchen Stove Baking Responsible for preparing meals.
LOAN OFFICER Bank Finance Credit A trained professional who arranges for mortgages, car loans, and other financing.	**AIR TRAFFIC CONTROLLER** Planes Tower Runway A person responsible for directing traffic in the sky.	**CONTRACTOR** Building Blue prints Boss A licensed professional who directs building or remodeling jobs.
GRAPHIC ARTIST Media Design Freelance Uses print, electronic, and film media to create art.	**PARALEGAL** Lawyer Documents Research Performs many of the same tasks as lawyer except those considered the practice of law.	**BOOKKEEPER** Money Paycheck Bills A person responsible for recording the financial transactions of a business.
CHILDCARE WORKER Toddler Naps Stories Provides basic care and activities with young children.	**MAIL CARRIER** Post Office Mail Envelopes Delivers mail on their routes on foot and/or in vehicles.	**AUTOMOBILE MECHANIC** Tools Cars Instruments Maintains, repairs, and inspects vehicles.

ADMINISTRATIVE ASSISTANT Type File Paperwork A person responsible for maintaining office duties for businesses.	**WELDER** Torch Pipes Metal Permanently joins metal parts together.	**POLICE OFFICER** Gun Badge Criminal Responsible for the safety and wellbeing of communities.
DRAFTER Computer-Aided Design Drawing Blueprints Prepares technical drawings and plans for construction workers.	**CABINETMAKER** Wood Shelving Carpenter Operates machines to make doors, windows, and cabinets.	**COSMETOLOGIST** Hair Perm Manicure May style hair, give manicures, pedicures, and facial treatments.
SET DESIGNER TV Movie Stage Designs movie, TV, and theater sets.	**PHOTOGRAPHER** Camera Film Lens Produces pictures that record an event or tell a story.	**BANK TELLER** Money Transfer Deposit Handles a wide range of banking transactions for customers.
INTERIOR DESIGNER Plans Upholstery Color Plans the space and furnishes the interiors of homes and businesses.	**FOREST RANGER** Wildlife Trees Parks Manages forested land for a variety of purposes.	**REAL ESTATE AGENT** Housing Sales Closing A person who facilitates the purchase of land and buildings.
VETERINARY TECHNICIAN Animals Medicine Assists Helps veterinarians provide health care for animals.	**FIRE FIGHTER** Siren Emergency Truck Responds to emergency situations in which life, property, and environment are at risk.	**SPEECH PATHOLOGIST** Language Sounds Mouth Works with people who have trouble with speech, sounds, and language.
TEACHER Student Grades Classes An educator who helps students learn.	**POLITICIAN** Election Vote Term A government official who has been elected to represent local citizens.	**BARISTA** Coffee Latte Steam Works in a coffee shop preparing espresso drinks.

Sparking the Future

EXPLORING OPTIONS: TWO-YEAR COLLEGES

GRADES: 9-10 LESSON: 4

LEARNING GOALS:

- Students will describe the purpose and types of degrees offered by two-year colleges.
- Students will identify a program of interest at a local two-year college.

ALIGNMENT WITH STANDARDS:

- **Essential Academic Learning Requirements Grades 9/10 Grade Level Expectations:** This lesson is aligned with Writing 2.2.1 and Educational Technology 1.3.2 and 1.3.3. Students will complete a short career-based writing exercise. They will locate, analyze, and use information from a two-year college's web site.
- **Common Core State Standards Grades 9-10:** This lesson is aligned with English Language Arts Writing 4, 7, and 8. Students will prepare a short writing exercise and conduct a focused research project using a two-year college's web site.
- **American School Counselor Association National Standards:** This lesson is aligned with ASCA Academic B2.7 and C1.6 and Personal & Social B1.9. Students will research postsecondary options consistent with their interests and demonstrate how school success will enhance future opportunities. They will identify short- and long-term goals.

MATERIALS NEEDED:

- **Take a Closer Look Handout** and **Answer Key** *(included in this lesson plan)*
- **Projector** – to share web site of a local college and "Why Enroll" presentation
- **Internet Access** – for students to research college options

CLASSROOM ACTIVITIES:

2. **Introduce community and technical colleges.** Ask how many students have heard of community and technical colleges. Ask for volunteers to share what they know: for instance, a student may know the name of your local community college or may know a friend who is taking classes there. Share the name of a local community or technical college and then project the college web site through your classroom projection system, showing the types of programs and classes offered at the college. Explain that community and technical colleges can be a great pathway into many different careers. *(5-10 minutes)*

3. **Review features of community and technical colleges.** Using your projection system, show the **"Why Enroll?"** presentation that has been prepared by the State Board of Community & Technical Colleges (www.sbctc.edu/public/admin/ctc_powerpoint.pdf). Explain that community and technical colleges can be a very affordable way to (1) gain career skills through a certificate program, Associate's degree, or as part of an apprenticeship; (2) start a bachelor's degree, then transfer to finish (at some community colleges, students can get a bachelor's degree there); or (3) touch up on specific technical or career skills that are needed on the job. *(10-15 minutes)*

4. **Research community and technical college offerings.** With students working individually or in small groups at computers, have them go to **Check Out a College** (www.checkoutacollege.com). Explain that this web site introduces Washington State's community and technical colleges. Distribute the **Take a Closer Look Handout** and ask students to complete it by identifying a college and program of interest. After students have finished their research, discuss what they've learned by asking volunteers to share information about a program and college. *(15-20 minutes)*

STUDENT PRODUCTS:

- **Take a Closer Look Handout.** Students should complete the handout.

ADDITIONAL RESOURCES:

Your school might wish to hold a Community & Technical College Information Fair and invite representatives of local colleges to speak with students and families. In addition, these resources will help students and families learn more about Washington State's community and technical colleges:

- **State Board of Community & Technical Colleges:** www.sbctc.edu
- **Field Guide to Community & Technical Colleges:** www.sbctc.edu/college/fieldguide/FieldGuide2011Complete.pdf
- **Check Out a College:** www.checkoutacollege.com

Take a Closer Look

AT COMMUNITY & TECHNICAL COLLEGES
AN AFFORDABLE COLLEGE OPTION

Name _____

Go to **Check Out a College** (www.checkoutacollege.com) then click on "Find a College & Program" and then "Search by College and Program." Then complete this page.

A community or technical college near my home ***(list at least one)***
Programs offered by this college ***(list at least three programs, then circle the one you will research)***
Classes included as part of this program ***(list at least three classes required by the program)***
Type of degree or certificate offered by this program

Cost of this program ***(list dollar amount and unit of measurement – for example, $92/credit)***
Length of this program (for example, 4 quarters)

Take a Closer Look

ANSWER KEY (for one example)

Name _____

Go to **Check Out a College** (www.checkoutacollege.com) then click on "Find a College & Program" and then "Search by College and Program." Then complete this page.

A community or technical college near my home *(list at least one)*
Bates Technical College
Programs offered by this college *(list at least three programs, then circle the one you will research)*
Architectural Engineering Audio/Sound Specialist Automotive Body Repair
Classes included as part of this program *(list at least three classes required by the program)*
AUDIO 109 Characteristics of Sound 2 AUDIO 110 Introduction to Digital Systems 2 AUDIO 113 Studio Acoustics 2
Type of degree or certificate offered by this program
Certificate of Competency
Cost of this program *(list dollar amount and unit of measurement – for example, $92/credit)*
$108.65 for 1 credit + lab fees per quarter

Length of this program (for example, 4 quarters)
Four quarters (49 credits)