

Lesson 1: The Path to Success

TOPIC: Career and Job Opportunities

OVERVIEW:

The first lesson in the middle school series will engage students in income-earning research as they explore **career** opportunities and investigate how education and training increase their earning power.

Time: 50 min

Supplies:

- Loose-leaf paper
- Projector (for teacher presentation slides)
- Access to the Internet (optional)

Preparation:

- Make copies of student handout
- Set up projector with presentation slides
- Cut job cards for random selection
- Set up individual or group computers with access to the Internet(optional)

Glossary with key vocabulary 15

OBJECTIVES:

1. Identify and assess the skills and experience needed for a variety of careers
2. Examine the impact of education and other opportunities like internships on career trajectory
3. Create a path for advancing in a career field

INDIVIDUAL HANDOUTS:

- Career Pre-Assessment
- Career Pre-Assessment answer key
- Volunteering, Internships, and Job Shadowing informational text

GROUP HANDOUTS:

- Job Card (1 per group)
- Opportunity Card (1 per group)
- Degrees Matter (1 per group)

TEACHER PRESENTATION SLIDES:

- Degrees Matter

ESSENTIAL QUESTIONS:

- What is the difference between a job and a career?
- What is the best path to take to succeed in my chosen career field?

ASSESSMENT ACTIVITIES:

Pre-Assessment:

- **Activity:** Career Pre-Assessment

Post-Assessment:

- **Activity:** The Path to a Successful Career
- **Activity:** Creating My Career Plan

Instruction Steps

WARM UP

Career Pre-Assessment

10 MINUTES

When we begin to think about money, a big part of the discussion is how to earn money. **Ask students:**

- *What are some careers and jobs you are interested in?*
- *What sparked your interest in these careers or jobs?*

Share that, as we each make choices about our career path, one thing that can help steer us is our personal interests and strengths. Have students complete an interest survey to discover how their strengths might align with potential careers. Students may use an online assessment such as U.S. Department of Labor, CareerOneStop, Get My Future: www.careeronestop.org/GetMyFuture/Toolkit/interest-assessment.aspx or the **Career Pre-Assessment student** handout.

Once students have completed their **Career Pre-Assessments**, provide them with the **Answer Key** to determine in which career field(s) they are most interested.

Ask them to hold on to their online results or Career Pre-Assessments for the group activity later in class.

Ask students:

- *What education will support you in your career interests?*
- *Does the job you are most interested in require a degree or specialized training?*

Share that jobs require different types of education with different coursework and degrees including: vocational training (actor, electrician), a two-year Associate's degree (dental hygienist, computer programmer), a four year Bachelor's degree (financial manager, game designer) or advanced graduate work with Master's degree or Doctorate (doctor, engineer).

MONEY SMART TIP!

The unemployment rate of someone with a Doctoral degree is 1.5%, while the unemployment rate of someone who has a high school diploma is 4.6%. Additionally, someone with a Bachelor's college degree will earn an average of \$30,500 more per year and \$1 million more in his or her lifetime than someone with a high school degree. Education is a personal choice. It's important to consider the costs and long-term benefits.

www.bls.gov/opub/ted/2018/weekly-earnings-by-educational-attainment-in-second-quarter-2018.htm?view_full.

US Department of Labor, Bureau of Labor Statistics (BLS) has additional career resources for teachers and students (K-12) at www.bls.gov/k12/

GUIDED EXPLORATION

Understanding Important Vocabulary

5 MINUTES

Career and job are two important vocabulary terms in this lesson. Explain to students the differences and similarities between the two:

- **Career:** The type of work a person pursues for the majority of their life that may involve formal education, special training, or be within a specific industry. A career often represents a person's passion, talents, and purpose. Examples can include: medical career field, education career field, media and marketing career field, social sector career field, business career field, law career field **Career**, technology career field or engineering career field.
- **Job:** A specific duty, task, or activity someone completes using his or her time, skills, and energy to earn money. For example, (examples line up to career fields above): doctor, teacher, business owner/entrepreneur, blogger, social media marketer, lawyer, or engineer.

Optional checks for understanding:

- *How would you describe the difference between a career and a job?*
- *Give an example of a job you might have in the medical career field (for example: a nurse, doctor, physician's assistant, hospital administrator, medical clerk)*
- *What career field do you think that you would be in if you had the job of teacher?(for example: education or social sector)*

GUIDED GROUP EXPLORATION

The Path To A Successful Career

25 MINUTES

Split students into small groups of three to five. Explain that, today, students will be following the path of one particular career field, understanding a job in that career field in more depth, and making decisions about education and opportunities as a way of advancing or exploring in the career field.

First, the groups will have to select their job. Distribute a set of the **Job Cards (group handout)** to each group, and have students randomly select one (without seeing the options). Once they have selected their job card, students should read the information about that job, and then compare it to the results of their pre-assessment.

Students should discuss:

- *What career field is this job in?*
- *How does this career field relate to their personal interests and the results of the online interest survey or **Career Pre-Assessment** on the **Warm-up**?*
- *What have they discovered about this career field by examining this job?*
- *Is anyone interested in this job? Why or why not?*

Next, distribute one copy of the informational text ***Volunteering/Community Service, Internships, and Job Shadowing*** (group handout) per student group.

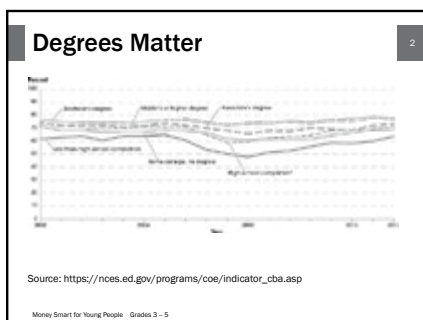
Once students have completed the short reading, **check for understanding with the following questions:**

- *Describe how volunteering, interning, and job shadowing can help you develop career skills.* Provide an example for each highlighting their differences, benefits, and your personal interests.
- *How many of you have volunteered in the community?*
- *How many of you have asked someone questions about their career?*
- *How many of you have visited someone at their job?*
- *As a middle school student, can you volunteer, hold an internship, or shadow different jobs?* Explain your answer.
- *Do you think you can volunteer, intern, or shadow at any point in your career?* Explain.
- *How could volunteering, interning, or job shadowing improve your career field opportunities?*

After discussing the reading, provide student groups with a copy of the ***Opportunity Card*** (group handout) options. Prompt students to select an ***Opportunity Card*** based on what they think will best advance/explore and help someone in the career field from the job that they selected earlier. (Note: provide the “Change Jobs” card as an option only if students will be able to research other jobs on the computer in order to make their job change decision.)

In groups, students should discuss:

- *How does this opportunity help someone in the career field from the job that we selected?*
- *How would someone go about getting an opportunity like this?*
- *What connections are there between this job and opportunity and the career field I am interested in from my **Career Pre-Assessment or online assessment?***



Next, students will examine the ***Degrees Matter slide*** and study how education impacts a career.

Check for understanding by asking the following questions:

- *What does this graph show about the connection between education and a career?*
- *What are some reasons why people choose to further their education as they advance/explore their career field? (For example: it provides them with more training, it can help secure a promotion, and it helps them get paid more money.)*

- *What do you think are some reasons that people choose not to further their education as they advance/explore their career field? (For example: it costs money to go to school, it takes time to go to school.)*
- *Are there any solutions to some of the problems you present? (For example: financial aid, scholarships, reimbursements, and in-house classes that students can take on the job.)*

Finally, student groups should select an **Education Card (group** handout) from the options based on what they think will best advance/explore and help someone in the career field of the job that they selected earlier.

In groups, students should discuss:

- *How does this educational opportunity help someone in the career field of the job that we selected?*
- *How would someone go about making this educational opportunity happen?*
- *What connections are there between this career and educational opportunity and the careers that I am interested in from my **Career Pre-Assessment**?*

Careers and Technology

Reflecting on the careers explored ask students to consider the role technology may play in their future work.

Working From Home/Flexible Hours:

- *What types of jobs can be performed at home? Discuss how more and more jobs can be performed at home using today's technology.*
- *What are the benefits from working at home?*
- *What are the disadvantages from working at home?*
- *What is more important to you when you think about finding a job? Close to home? More money even if it means a longer commute? Flexible work hours?*

Work/Life Integration:

Find the right balance between work and school or work and family. A full-time position is 40 hours per week.

- *What if you have a job that requires you to work 60 to 80 hours per week, but you make a lot of money?*
- *How often will you see family and friends?*
- *When will you find time to relax?*
- *How will you find time for a vacation?*

WRAP UP

Creating My Career Plan

10 MINUTES

Future Automation:

- *What jobs do you think will be taken over by machines/robots in the near future? In five years? Ten years? What jobs have already been taken over by machines/robots?*

Ask students to pull out their **Career Pre-Assessments** and **Answer Keys** from the introductory activity and select their top career field. Ask students to consider what path they might need to take to break into their career.

Ask students to use a sheet of loose-leaf paper to make a plan for going from where they are now to where they hope to be in their careers. Remind students to include their education, volunteering, internship opportunities, and job shadowing.

Students may draw up their career plans in a variety of ways, including:

- Write a description of your career plan from now until you achieve your career.
- Create a captioned illustration (like a game board or a path) to show the steps you will need to take to get from where you are now until you achieve your career.
- Create a three-step plan by (1) identifying the career goal, (2) defining three steps to take to reach the goal, and (3) locating three people or resources that can help.

Extended Exploration

Note: Use the following ideas to extend financial literacy concepts throughout the school year within core content areas through English Language Arts, Math, Social Studies and Economics, and Technology activities, projects, and discussions. Duration of activities will vary.

ENGLISH LANGUAGE ARTS

Writing Prompts:

Describe your dream job.

- *What are your responsibilities?*
- *What do you have to do to achieve your dream job?*
- *Who are your co-workers?*
- *Why is this job your “dream job”?*

Review the results of your **Career Pre-Assessment**.

- Do you agree or disagree with the results? Why?

Write a narrative about your path from where you are now to your dream job. Your narrative should read like an interesting memoir or novel. Include characters, dialogue, plot, and an interesting conflict.

Develop a résumé to get your dream career. Using a model and/or résumé template, create a résumé where you include the education and experiences that will lead you to submit a résumé for your dream career.

Additional Readings/Resources:

- *My Next Move* by U.S. Department of Labor: A searchable resource to help figure out dream careers and match interests to career options. www.mynextmove.org
- *Jobs in 2020: The Industries and Occupations to Watch* by U.S. News and World Report: A collection of informational texts about careers that are expected to grow in the future. <https://money.usnews.com/careers/best-jobs/rankings/the-100-best-jobs>
- *Fastest Growing Occupations 2016-2026 (4-11-18)*, by U.S. Department of Labor, Bureau of Labor Statistics. www.bls.gov/emp/tables/fastest-growing-occupations.htm

MATH

Activity/Project Ideas:

Read the table to determine the mean salary for two or three jobs of your dreams. Compare the salaries.

- *Which job has a higher salary? By how much?*
- *Why do you think that is?*

Use the job salary statistics provided by the Bureau of Labor Statistics. www.bls.gov/oes/current/oes_nat.htm#25-0000.

Analyze the costs of higher education. Review the job cards and discuss the education requirements that align to the salaries. Would you need to pursue a vocational program? 2-year college, 4-year university? Use the U.S. Department of Education's College Affordability Center to look at the potential costs. <https://collegecost.ed.gov>.

SOCIAL STUDIES AND ECONOMICS

Activity/Project Ideas:

Examine the change in career fields and the employment force in United States history.

- *What career fields were more important in U.S. history and no longer hold the same weight today? Why?*
- *What did the U.S. workforce used to look like, and how has it changed? Why?*

TECHNOLOGY

Online Games/Tools:

College Navigator by the National Center for Education Statistics: A search tool for students to find colleges that fit with their interests. <http://nces.ed.gov/collegenavigator/>

Occupational Outlook Handbook by the Bureau of Labor Statistics: A search tool for students to explore jobs and career fields based on pay, educational attainment, growth rate, and on-the-job training. www.bls.gov/ooh/

Explore and find careers by U.S. Department of Labor: www.careeronestop.org/GetMyFuture/default.aspx

ConnectEd Studios Day in the Life Videos: Encourage students to explore the day in the life of different careers as a way to think about a variety of ways to earn money and use their personal strengths. www.connectedstudios.org/life_videos

The Art Career Project: Curious about a career in the arts? Explore opportunities through articles detailing what the career looks like in action, what education is required and what the salary averages. www.theartcareerproject.com

DIY: Try your hand at hundreds of career skills with this free online makerspace for kids. Students can explore careers from acting to zoology and everything in between. <https://diy.org/about>

Classroom activities from the Consumer Financial Protection Bureau (CFPB)

The CFPB has developed a set of classroom activities to help teachers develop and support the building blocks of financial capability in their students. Each activity is designed to be completed within a single class period and includes a teacher guide and supporting student material. Some specific activities that are relevant to this lesson include:

Comparing higher education choices

Students explore higher education options by comparing similarities and differences between two colleges near where they live.

www.consumerfinance.gov/practitioner-resources/youth-financial-education/teach/activities/comparing-higher-education-choices/

Creating a vision board for careers in education

Students conduct research on the Occupational Outlook Handbook webpage of the U.S. Department of Labor’s Bureau of Labor Statistics to learn about careers in education.

www.consumerfinance.gov/practitioner-resources/youth-financial-education/teach/activities/creating-vision-board-careers-education/

Exploring careers in your community

Students learn about careers that are available in their community by interviewing family members, friends, or other trusted adults to learn about the work they do.

www.consumerfinance.gov/practitioner-resources/youth-financial-education/teach/activities/exploring-careers-your-community/

Making connections between education and income

Students explore the connection between education and earning through two matching games.

www.consumerfinance.gov/practitioner-resources/youth-financial-education/teach/activities/making-connections-education-income/

Applying for jobs

Students learn about the job application process and practice filling one out.

<https://www.consumerfinance.gov/practitioner-resources/youth-financial-education/teach/activities/applying-jobs/>

Lesson 1: The Path to Success

JOB CARDS

Directions: Use with **GUIDED GROUP EXPLORATION: The Path to a Successful Career.** Make one set of copies per group of students.

Game Designer	Entrepreneur/ Business Owner	Website Developer
<p>Game Designers use computer science, visual design, and programming sciences to build games.</p> <p>Annual Salary: \$102,000</p> <p>Minimum Level of Education: Bachelor's degree</p>	<p>Entrepreneurs are people who conceive of, establish, operate, and assume the risks of their own business.</p> <p>Annual Salary: \$68,000</p> <p>Minimum Level of Education: High School diploma or equivalent</p>	<p>Website developers design, and create websites.</p> <p>Annual Salary: \$67,990</p> <p>Minimum Level of Education: Bachelor's degree</p>
Veterinary Assistant	Nurse Practitioner	Lawyer
<p>Veterinary assistants care for animals by performing routine tasks under supervision.</p> <p>Annual Salary: \$26,140</p> <p>Minimum Level of Education: High School diploma or equivalent</p>	<p>Nurse practitioners coordinate patient care and may provide primary and specialty healthcare.</p> <p>Annual Salary: \$110,930</p> <p>Minimum Level of Education: Master's degree</p>	<p>Lawyers advise and represent individuals, businesses, and government agencies on legal issues and disputes.</p> <p>Annual Salary: \$119,250</p> <p>Minimum Level of Education: Doctoral or Professional degree</p>

Lesson 1: The Path to Success

OPPORTUNITY CARDS

Directions: Use with **GUIDED GROUP EXPLORATION: The Path to a Successful Career.** Make one set of copies per group of students.

Volunteer	<p>You want to help others by giving your time and skills free of charge.</p> <p>Discuss and decide:</p> <ul style="list-style-type: none">▪ What volunteering activities or opportunities do you have the skills for?▪ What volunteering activities or opportunities will allow you to help others in a way that you want?▪ What volunteering activities or opportunities best help you explore or advance your career?
“Shadow”	<p>You want to explore your job or career field by observing or “shadowing” someone else doing his or her job.</p> <p>Discuss and decide:</p> <ul style="list-style-type: none">▪ What career field skills would you like to explore or develop? Why?▪ What other jobs in this career field could you shadow to learn about these skills?
Change Jobs (optional)	<p>You want to explore or advance in your career field by changing jobs. Research which jobs you are qualified for within your career field, such as by visiting a library or using the internet.</p> <p>Discuss and decide:</p> <ul style="list-style-type: none">▪ What skills do you already have? What skills are you looking to develop?▪ What jobs in your career field can help you develop those skills?

Lesson 1: The Path to Success

EDUCATION CARDS

Directions: Use with **GUIDED GROUP EXPLORATION: The Path to a Successful Career**. Make one set of copies per group of students.

Take a Class	<p>You want to learn more about one particular skill.</p> <p>Discuss and decide:</p> <ul style="list-style-type: none">▪ What is a skill that can help you in your job or can help you move to another job within your career field?▪ What classes might offer that skill training?
Get a Degree	<p>You want to learn more about several different skills within your career field.</p> <p>Discuss and decide:</p> <ul style="list-style-type: none">▪ How does getting a degree help in your career field?
Attend a Workshop	<p>You do not want to make any commitments to education that require a lot of time at the moment.</p> <p>Discuss and decide:</p> <ul style="list-style-type: none">▪ What is a skill you could learn in a single day?▪ How can a workshop now support furthering your education in the future?



Lesson 1: The Path to Success

CAREER PRE-ASSESSMENT

Name: _____

“I like,” or “I am interested in” (check all that apply)

A

- | | | |
|------------------------------------|---|---|
| <input type="checkbox"/> Gardening | <input type="checkbox"/> Protecting the Environment | <input type="checkbox"/> Being Outdoors |
| <input type="checkbox"/> Animals | <input type="checkbox"/> Recycling | <input type="checkbox"/> Analyzing Food |
| <input type="checkbox"/> Science | <input type="checkbox"/> Preventing Pollution | <input type="checkbox"/> Nutrition |
-

B

- | | | |
|---|--|---|
| <input type="checkbox"/> Business | <input type="checkbox"/> Organizing Events | <input type="checkbox"/> Math |
| <input type="checkbox"/> Keeping Track of Money | <input type="checkbox"/> Selling Products | <input type="checkbox"/> Entertainment |
| <input type="checkbox"/> Being the Boss | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Being Friendly |
-

C

- | | | |
|--------------------------------------|--|--|
| <input type="checkbox"/> Computers | <input type="checkbox"/> Communicating | <input type="checkbox"/> Newspapers/ Magazines |
| <input type="checkbox"/> Video Games | <input type="checkbox"/> The Internet | <input type="checkbox"/> Television |
| <input type="checkbox"/> Art | <input type="checkbox"/> Multimedia | <input type="checkbox"/> Performing |
-

D

- | | | |
|--|--|---|
| <input type="checkbox"/> Building Things | <input type="checkbox"/> Working with My Hands | <input type="checkbox"/> Science Fairs |
| <input type="checkbox"/> Fixing Things | <input type="checkbox"/> Solving Problems | <input type="checkbox"/> Building & Architecture |
| <input type="checkbox"/> Transportation | <input type="checkbox"/> Scientific Research | <input type="checkbox"/> Science, Technology, Engineering, & Math |
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E

- | | | |
|--|--|--|
| <input type="checkbox"/> Health | <input type="checkbox"/> The Human Body | <input type="checkbox"/> Solving Problems |
| <input type="checkbox"/> Working with People | <input type="checkbox"/> Taking Care of People | <input type="checkbox"/> Counseling Others |
| <input type="checkbox"/> Doing Lab Work | <input type="checkbox"/> Nutrition | <input type="checkbox"/> Science |
-

F

- | | | |
|--|--|--|
| <input type="checkbox"/> Working with People | <input type="checkbox"/> Books & Reading | <input type="checkbox"/> English |
| <input type="checkbox"/> Government | <input type="checkbox"/> Rules & Laws | <input type="checkbox"/> Caring for Others |
| <input type="checkbox"/> Positively Influencing Others | <input type="checkbox"/> Public Speaking | <input type="checkbox"/> Other Cultures |



Lesson 1: The Path to Success

VOLUNTEERING, INTERNSHIPS, AND JOB SHADOWING

Name: _____

VOLUNTEERING

A volunteer is someone who donates his or her time and skills without expecting payment in return. Volunteering can take place over a very short period of time, or can be a regular and frequent experience. Volunteering includes working on independent projects or with a group, organization, or business. Volunteers are people who have an interest in and desire to do good and don't expect payment in return. Many volunteers also use volunteer opportunities as a time to gain new skills, practice existing skills in new ways, and learn more about complex issues in the community.

Example: Chris is interested in health care. He joins a volunteer program to visit elderly people at an assisted-care facility home once a month. He learns more about how health-care operations work, while developing his bedside manner, and making elderly people feel good.

www.idealists.org/info/Volunteer/What

INTERNSHIPS

An internship is your opportunity to apply the knowledge you've gained from your academic studies in a practice, workplace setting. Internships may be part of a formal internship program, but many students create their own internships. Research and volunteer positions can both be a form of internship. All internship experiences should provide experiences related to a particular job or career field. Internships can be for pay, for academic credit determined by the school, or on a volunteer basis. Internships usually involve 10 to 12 hours per week, and last from a few weeks to 20 weeks.

Example: Dominique interns once a week at her local congressman's office for one high school credit. Every Monday after school, Dominique answers phones, responds to letters, and sits in on meetings to learn more about the government.

<https://web.archive.org/web/20150714170951/http://pages.jh.edu/~careers/students/handouts/internships.pdf>

JOB SHADOWING

"Job shadowing" is the name given to the opportunity for you to observe or "shadow" someone doing his or her job. A job shadow can range from an hour-long visit with one person to a weeklong stay that allows interactions with numerous staff and observation of a variety of activities. The benefits of doing a job shadow are obvious: you get a chance to see someone actually doing a job that is of interest to you, and, because you are at someone's actual place of work, you also get to see inside the workplace.

Example: Maya is interested in engineering and technology, so she arranges a daylong shadowing of an engineer at a local firm. She puts on her hard hat and follows the engineer through her work site, then returns with her to the office to observe an office meeting.

<http://talentegg.ca/incubator/2011/02/03/what-is-job-shadowing/>



Lesson 1: The Path to Success

CAREER PRE-ASSESSMENT

Answer Key

Most checks in

A

You are interested in the “**Agriculture, Food, and Natural Resources**” career field!
Jobs that might suit you include: ecologist, farmer or livestock manager, botanist, environmental advocate, wildlife biologist, veterinarian

Be sure to study extra hard in: biology, environmental science, business, government

Look for opportunities: working with animals, protecting the environment, shadowing work with livestock or crops

Student organizations that may interest you: 4-H, Citizen Science Association, Future Farmers of America, Junior Achievement, Business Professionals of America

B

You are interested in the “**Business, Management, and Administration**” career field!

Jobs that might suit you include: banker, entrepreneur, store/hotel manager or owner, marketing manager, accountant, finance director, investment fund manager

Be sure to study extra hard in: math, government, psychology

Look for opportunities: starting a business, managing your own savings or checking account, planning events, serving as a leader of a club

Student organizations that may interest you: Junior Achievement, Business Professionals of America, Boy Scouts or Girl Scouts

C

You are interested in the “**Technology, Communications and Information Systems**” career field!

Jobs that might suit you include: game designer, website developer, performing artist, social media marketer, data systems designer

Be sure to study extra hard in: technology, physics, math, visual or performing arts, speech/public speaking

Look for opportunities: creating a webpage, using multimedia in school projects, joining the school play, working on the student newspaper

Student organizations that may interest you: Drama Club, Speech and Debate, Business Professionals of America, Computer Club



Lesson 1: The Path to Success

CAREER PRE-ASSESSMENT

Answer Key

Most checks in

D

You are interested in the “**Engineering, Manufacturing, and Technology**” career field!

Jobs that might suit you include: engineer, construction manager, statistician, architect, auto mechanic, pilot

Be sure to study extra hard in: math, physics, technology, art

Look for opportunities: entering science fairs, learning CAD, visiting a repair shop, apprenticeship

Student organizations that may interest you: Math Club, Engineering Club, Science Club

E

You are interested in the “**Health Science**” career field!

Jobs that might suit you include: physician, dentist, nurse, laboratory scientist, athletic trainer, medical assistant, midwife, physical therapist

Be sure to study extra hard in: biology, health, anatomy/physiology

Look for opportunities: volunteering at a hospital or nursing home, attending health fairs, managing a sportsteam

Student organizations that may interest you: Health Club; Science Club; Family, Career, and Community Leaders of America

F

You are interested in the “**Human Services**” career field!

Jobs that might suit you include: educator, politician, foreign ambassador, day-care owner, police officer, librarian, counselor, event specialist

Be sure to study extra hard in: English, social studies, psychology, government, foreign languages

Look for opportunities: coaching a team, volunteering at a local politician’s office, providing child care, learning a language

Student organizations that may interest you: Future Teachers of America, Big Brothers/Big Sisters, Speech and Debate, ROTC, Mock Trial

**EQUAL MIX
OF MORE
THAN ONE?**

You have multiple career interests! Write down your top three as possible career fields and look into each in more detail.