

# Career Exploration

# Sample Activities

# 10th Grade

# Background

This is a unit on career planning and exploration based on the ‘Rock Your World’ magazine provided by the Missouri Center for Career Education. This unit is targeted for use with 10th-grade students in a Career Exploration course or as a career exploration unit in another course; however, this unit is also designed so that components could be used as part of instruction for an advisory period. This unit is ideally designed for students in a 1:1 technology program with iPads or other tablets, and it incorporates online education to foster the development of technology skills for students and to encourage ongoing development when classroom time is limited. Students will use Internet resources and web applications, audio and video capture and editing software, blogs, and the Missouri Connections website. Many of the Internet resources are accessible by scanning QR codes in the ‘Rock Your World’ magazine.

# Learning Objectives

1. **Evaluation Objective:** Students will reflect on career and academic planning.
2. **Comprehension Objective:** Students will understand the uses of the Missouri Connections website for career and academic planning.
3. **Analysis Objective:** Students will analyze the results of an interest profile.
4. **Comprehension Objective:** Students will understand the Career Paths, Career Clusters, and interest types.
5. **Application Objective:** Students will create a short-term career plan of action.
6. **Application Objective:** Students will create a draft budget and compare expenses with income of three occupations.
7. **Comprehension Objective:** Students will understand ratings of occupations in Missouri.
8. **Synthesis Objective:** Students will create a career interest podcast with a professional in their career field of interest.
9. **Synthesis Objective:** Students will present their career and academic development plans to a parent.

# Learning Activities

1. **Introductory Lesson:**
Bell Ringer: “Pick up a copy of the ‘Rock Your World’ magazine. Use the QR Reader app on your tablet to scan codes in the magazine.”
Students read page 1 of the magazine, “Your Life, Your Choices.” Using the four corners strategy, students determine which path for further education and training they find intriguing (not necessarily what they expect to do): university or community college; trade or technical schools; apprenticeships or on-the-job training; and the military. Within their groups, students discuss the advantages and disadvantages of each, then each group presents to the class. Students have an out-of-class assignment to create a blog post reflecting on the class discussion for their own personal career and academic choices. If needed, the teacher demonstrates (or has an experienced student demonstrate) how to use the QR reader app and how to create a blog post. The site [www.kidblog.org](http://www.kidblog.org) is recommended for student blogs.
2. **Missouri Connections Website:**
Students read page 20, “Your Career Portfolio,” and the teacher introduces the Missouri Connections website ([www.missouriconnections.org](http://www.missouriconnections.org)) and its features for career and educational planning. At the end of class or as an out-of-class activity, students complete a Google Forms quiz on the Missouri Connections website.
3. **Interest Profiler:**
Students read page 3, “Know Yourself & Your Options,” and complete one of three interest profilers: print profiler on pages 4-9, interest profiler in Missouri Connections, or Missouri’s Work Importance Profiler by scanning the QR code on page 3. Group students by primary interest areas (realistic, conventional, enterprising, social, artistic, and investigation), and direct them to perform a brief skit for the class to demonstrate the key attributes of their interest area. Out of class, students write a blog post reflecting on the interest profile results.
4. **Career Clusters:**The teacher will introduce Career Paths and Career Clusters to the students, and relate them to the interest types. Reference information is on pages 10-19 of the “Rock Your World” magazine. Teachers may choose from a variety of activities for students to further exploration and aid recall, including:
 - A game of bingo matching career clusters and occupations;
 - Exploration on Missouri Connections of Career Clusters that match interest types;
 - Student development of presentations about a chosen Career Cluster;
After the activity, students will complete an online quiz about the Career Paths and Career Clusters administered through Google Forms.
5. **Plan of Action:**
Students will read pages 2, “What’s Your Process?,” and 22, “Looking at Your Next Steps,” then complete the action plan template on page 2. The plan of action should include at least one education or training program to pursue a field of interest, 1 to 3 short-term goals that can be achieved within the next six months, and 3 to 5 action steps to pursue those goals. Students will write a blog post reflecting on this action plan and their prior planning for academic or career development.
6. **Budgeting:**
Students will review the charts on page 1, “Your Life, Your Choices,” and page 3, “Know Yourself & Your Options.” Then, students will follow the QR code link on page 1 and work in pairs to complete a sample budget plan. Students will write a blog post reflecting on this activity.
7. **Jobs in Missouri:**The teacher will present the information in the chart on page 23, “Missouri’s Top 50 Jobs,” explaining the information on the chart and highlighting particular comparisons for openings, average annual wages, and education for different occupations. Also, the teacher will compare this information with that on page 3, “Know Yourself & Your Options” for annual earnings as beginning, median and experienced workers in differing fields. The teacher will divide the class into groups using Numbered Heads, and groups will research and report on differences in various occupations regarding: educational training, openings, wages, and working conditions. Each group will be asked to present on three ideal occupations and three poor occupations for the given topic and explain their choices. Each group will have the roles of leader, recorder, reporter, and researcher. Afterward, each participant will submit an evaluation of their group colleagues and the other group presentations.
8. **Career Podcast:**
Students will create a podcast, using an interview with a professional in their chosen field of interest that they conduct and record. A link to their podcast (posted on [www.youtube.com](http://www.youtube.com), [www.podomatic.com](http://www.podomatic.com), or [www.soundcloud.com](http://www.soundcloud.com)) will be posted on their blog, with a brief reflection on the activity. This activity should be assigned as an out-of-class activity, about two weeks prior to the due date, with frequent follow-up on progress, challenges, and successes.
9. **Parent Night:**A parent night will be conducted, during which the teacher will present information for parents on the inside front cover of the magazine, “A Message for Parents …,” and students will present their work to their parent(s) one-on-one, following the requirements of a presentation checklist.

# Sample Assessments

## Missouri Connections Quiz

1. (True or False) My four-year plan for school can be stored in Missouri Connections. >TRUE< (This answer may depend upon the policies of the specific school.)
2. Mark all of the following that can be done through Missouri Connections. >A, B, C, E<
	1. Interest surveys
	2. Apply for jobs
	3. Explore education and training opportunities
	4. Request an official transcript after graduation
	5. Learn more about Career Clusters
3. (True or False) I can continue to use Missouri Connections after graduation. >TRUE<
4. My career \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ can be used to store career research, exploration, and plans in Missouri Connections. >portfolio<
5. My Missouri Connections portfolio can be viewed by: >C<
	1. Anyone with Internet access
	2. Any school counselor in Missouri
	3. Advisors from other schools who I select
	4. Only me

## Career Paths and Career Clusters Quiz

1. (True or False) There are 16 Career Clusters to group all occupations. >TRUE<
2. Please choose the arrangement that identifies most general career groupings first, to most specific last. >C<
	1. Career Path, Career Pathway, Career Cluster
	2. Career Cluster, Career Path, Career Pathway
	3. Career Path, Career Cluster, Career Pathway
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the Career Cluster that includes registered nurses.
>Health Sciences<
4. (True or False) Only one Career Cluster is associated with the Natural Resources Agriculture Career Path. >TRUE<
5. (True or False) More Career Clusters match the Realistic interest type than any other. >TRUE<
6. Which of the following is not a Career Cluster: >C<
	1. Business Management and Administration
	2. Architecture and Construction
	3. Pediatrician
	4. Finance
7. (True or False) A four-year degree is the only path to a successful career. >FALSE<

## Jobs in Missouri Individual Evaluation Rubric

Completed by each group member for each colleague.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Target****A** | **Acceptable****B** | **Unacceptable****C/D/F** | **Score** |
| Participation | Group member fulfilled individual role and contributed to the group work in other ways. | Group member mostly fulfilled the requirements of individual role, but contributed little more.  | The group member did not fulfill individual role and offered little or no contribution. | /25 |
| Topic Addressed | The group presentation addressed the topic assigned, explaining a range of conditions from good to poor. | The group presentation mentioned the topic but did little to further understanding. | The presentation addressed the assigned topic only a little or none at all. | /25 |
| Jobs Related | The presentation offered accurate information about at least six occupations, three ideal and three poor. | The presentation offered information about only four or five occupations, or included mildly inaccurate information. | The presentation discussed three or fewer occupations or included significantly inaccurate information. | /25 |
| Professionalism | Group member displayed conduct that is respectful to other group members and was attentive or participated during the presentation. | Group member displayed some conduct that was mildly disrespectful to group members or displayed inattention during the presentation. | Group member was disrespectful, significantly inattentive and/or disruptive to the group work or presentation. | /25 |
| Total |  |  |  | /100 |

## Jobs in Missouri Group Evaluation Rubric

Completed as a group for all presentations of other groups.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Target****A** | **Acceptable****B** | **Unacceptable****C/D/F** | **Score** |
| Topic Addressed | The group presentation addressed the topic assigned, explaining a range of conditions from good to poor. | The group presentation mentioned the topic but did little to further understanding. | The presentation addressed the assigned topic only a little or none at all. | /25 |
| Jobs Related | The presentation offered accurate information about at least six occupations, three ideal and three poor. | The presentation offered information about only four or five occupations, or included mildly inaccurate information. | The presentation discussed three or fewer occupations or included significantly inaccurate information. | /25 |
| Professionalism | Group displayed conduct that is respectful to others and were attentive or participated during the presentation. | Group displayed some conduct that was mildly disrespectful or displayed inattention during the presentation. | Group members were disrespectful, significantly inattentive and/or disruptive to the presentation. | /25 |
| Insights & Style | The presentation was engaging and offered interesting new information about jobs and careers. | The presentation was a bit flat and/or offered little new information. | The presentation was hard to follow, too brief, and/or offered no new information. | /25 |
| Total |  |  |  | /100 |

## Career Podcast Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Target****A** | **Acceptable****B** | **Unacceptable****C/D/F** | **Score** |
| Content | The interview or reflection address the all of the following aspects: compensation, interest in career field, working conditions, daily activities, and finding employment. | The interview or reflection address 3 or 4 of the following aspects: compensation, interest in career field, working conditions, daily activities, and finding employment. | The interview or reflection addresses two or less of the identified aspects of the occupation. | /30 |
| Production Quality | The podcast recording is clear, there is no background noise or disruption, and transitions are timed and used appropriately. | The podcast recording is faint or off-centered (for video), there is modest background noise or disruptions, or transitions are timed poorly or not used. | Background noise is very distracting or the podcast is difficult to hear, see, or understand.  | /10 |
| Interviewing | Prepared questions are used, at least one follow-up question is asked, and the interviewee is allowed and encouraged to answer questions fully.  | Questions are not fully prepared, no follow-up questions are asked, and/or the interviewee is modestly interrupted or not able to fully answer questions. | No preparation is evident, or the interviewee is interrupted significantly or offers terse responses without any follow-up from the interviewer. | /30 |
| Professionalism | The podcast includes an introduction of the interviewee and the topic, the interviewee is treated with respect, and appropriate language is used. | The podcast topic or interviewee are not fully addressed, some moderately inappropriate language is used, or the interview is conducted in a cold manner. | The interviewee is treated with disrespect, inappropriate language is used, or there is no introduction within the podcast. | /10 |
| Reflection | The personal reflection references discussion from the interview, offers a conclusion for the podcast, and provides a unique personal perspective on the career or career field. | The personal reflection fails to do one of the following: refer to the interview discussion, offer a conclusion, or provide a unique personal perspective.  | The personal reflection meets one or none of the criteria. | /20 |
| Total |  |  |  | /100 |

## Blog Entry Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Target****A** | **Acceptable****B** | **Unacceptable****C/D/F** | **Score** |
| Quantity | Student posted all four required blog entries. | Student posted three of the required blog entries, but replaced it with an additional blog entry on a career or academic topic. | Student did not complete all of the required blog entries, and did not offer any replacement entries. | /30 |
| Quality | Each blog post addressed the assigned topic, was coherent, and was at least five sentences long. | Most blog posts addressed the assigned topic, were coherent, and at least five sentences long. | Most blog posts were off topic, incoherent, or too brief. | /30 |
| Reflection | All blog posts included a personal reflection on the assigned topic. | Most blog posts included a personal reflection on the assigned topic.  | Blog posts showed little to no evidence of personal reflection or application. | /40 |
| Total |  |  |  | /100 |

## Blog Prompts

Restricted response essays.

1. Write a blog post reflecting on the different types of further education or training and your personal career and academic plans. Discuss the advantages and disadvantages of at least to education or training options for you.
2. Write a blog post reflecting on the results of your interest profile. Describe the interest types identified as primary and secondary, and discuss how accurately these describe you. Provide specific examples of your behavior to illustrate how these interest types do or do not fit you.
3. Write a blog post reflecting on your plan of action for career and academic development. Describe how you will enact this plan of action or previous experiences that have influenced your career and academic planning.
4. Write a blog post reflecting on the budgeting activity. Describe what aspects of budgeting did or did not surprise you and why, or describe previous experiences that you have with budgeting and how this activity applies to those experiences.

## Parent Night Checklist

* Student provided an overview of the work and its purpose.
* Student asked if there are any questions and answered questions to the best of their knowledge and ability.
* Student addressed blog postings.
* Student addressed results of interest profile.
* Student addressed career podcast.
* Student addressed plan of action and asked for input on it.
* Student was courteous and thanked the parent for their time.

# Online Resources

* Student blogging tool: [www.kidblog.org](http://www.kidblog.org)
* Online career portfolio website: [www.missouriconnections.org](http://www.missouriconnections.org)
* ‘Rock Your World’ magazine: <http://www.missouricareereducation.org/project/rock/>
* Quizzes on Google Forms: <http://www.google.com/google-d-s/createforms.html>
* Online media to post podcast (audio or video):
	+ [www.youtube.com](http://www.youtube.com)
	+ [www.soundcloud.com](http://www.soundcloud.com)
	+ [www.podomatic.com](http://www.podomatic.com)