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| **Title**: Career Interest Exploration | | | |
| **Teacher Name**: Ms. Baxter/ Ms. Hosier | | | **Duration (in minutes)**: ~160 minutes or  4 class periods |
|  | **Subject/Course**: Life Skills | | |
| **Resources needed**:  On-site people, facilities, tools, technology, materials, community connections | * O\*Net Career Interest Area Sheet with 2-3 Facts for Each * Laptops & Writing Utensils * O\*Net Online Career Interest Survey: <https://www.mynextmove.org/explore/ip> * [RAISEC Facts - Career Interest Areas.docx](https://nysemail.sharepoint.com/:w:/r/teams/DOL.365.TeacherAmbassador/Shared%20Documents/2024%20Lesson%20Plans%20and%20Presentations/SpEd%20Life%20Skills/RAISEC%20Facts%20-%20Career%20Interest%20Areas.docx?d=wf1720e05fbad4662bd23bcbb4481e437&csf=1&web=1&e=MStsyr) * [Career Research Information Sheet.docx](https://nysemail.sharepoint.com/:w:/r/teams/DOL.365.TeacherAmbassador/Shared%20Documents/2024%20Lesson%20Plans%20and%20Presentations/SpEd%20Life%20Skills/Career%20Research%20Information%20Sheet.docx?d=w7c10e9485f5e4ec79efef83ab13c3b9b&csf=1&web=1&e=ULKqlo) * [ONet Career Interest Short Form.pdf](https://nysemail.sharepoint.com/:b:/r/teams/DOL.365.TeacherAmbassador/Shared%20Documents/2024%20Lesson%20Plans%20and%20Presentations/SpEd%20Life%20Skills/ONet%20Career%20Interest%20Short%20Form.pdf?csf=1&web=1&e=xgRp3Q) * [Career Research Checklist.docx](https://nysemail.sharepoint.com/:w:/r/teams/DOL.365.TeacherAmbassador/Shared%20Documents/2024%20Lesson%20Plans%20and%20Presentations/SpEd%20Life%20Skills/Career%20Research%20Checklist.docx?d=w033db49f2ca840d0896dfa029c73abe0&csf=1&web=1&e=QImJLO) * [ReadWriteThink Oral Presentation Rubric.docx](https://nysemail.sharepoint.com/:w:/r/teams/DOL.365.TeacherAmbassador/Shared%20Documents/2024%20Lesson%20Plans%20and%20Presentations/SpEd%20Life%20Skills/ReadWriteThink%20Oral%20Presentation%20Rubric.docx?d=w82f4085eec534246b0e91c6c7a473d46&csf=1&web=1&e=HnB9te) | | |
| **Learning Standards:** | *CDOS- Standard 1* - Students will be knowledgeable about the  world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.  *CDOS- Standard 2* - Integrated Learning -Students will demonstrate how academic knowledge and skills are applied in the  workplace and other settings. | | |
| **Big Idea & Authentic Purpose:**  Why does this matter to your students?  How will this be helpful to your students? | All students need to be prepared to enter the workforce. Students in Life Skills classes do not typically attend college and require a great deal of support both in realizing their many talents and in understanding how these can help to guide their success in realistic career choices. The goal of this lesson is to help students to explore their interests and talents while researching realistic careers in their area that they may or may not be aware exist. An extension of this lesson will have students generating a list of common soft skills employers in their area are looking for regardless of the field they have researched, leaving room to work on these skills while exploring many more career options prior to leaving school. Ultimately, we want them to know what jobs are available around them and what they need to do to be happy and successful at that job, so that they are as self-sufficient and as independent as possible. | | |
| Type of Career Content   * Career Development/Awareness * Integrated Learning * Universal Foundational Skills * Career Specific | * Career Development/Awareness * Universal Foundational Skills | | |
| **Relevancy:**  How does it connect to students' lives? | By the time they reach their teen years, students with special needs are used to struggling. They are acutely aware of the things they believe they are not good at. This lesson helps to highlight that each student has particular talents that will be of use to them as they begin serious consideration of the jobs they’d like to explore prior to entering the work force. It will also bring into focus that the skills needed for each job are attainable and that once these skills are acquired, the playing field for the world of work begins to level out for learners at all levels. | | |
| **Objective(s)**:  Students will be able to reflect on strengths and abilities needed for researched careers.  Students will be able to list the skills needed for particular jobs. | | **Assessment(s):**   * Summative assessment of presentations will be done with the Read-Write-Think Oral Presentation Rubric. * Formative assessments will be conducted through classroom observations as students are working and by checking for understanding on the Career Research Information Sheet | |
| **Knowledge Construction:** How are students going to construct content knowledge and practice it?  *Day 1: Beginning of lesson* (10-15 minutes)   * In a whole-group setting, students will be introduced to the topic of career interest areas. There are six basic areas (Realistic, Artistic, Investigative, Social, Enterprising, and Conventional). * The different career areas with their definitions will be posted on sheets around the room. The instructor will read the title of each along with the associated information. * There are a total of 15 associated facts, which will be cut out in advance and distributed equally to students. Two to three facts should be assigned to each interest area. * Students will collaborate to assign each of their facts to the appropriate career interest area. * After approximately 5 minutes, students will return to their seats. The instructor will review their choices with them and correct as necessary. It is worth noting that there is some fluidity with which the facts could be assigned, as a characteristic may apply to more than one interest area. The idea is to get them working with and thinking about the different career interest areas. | | | |
| *Day 1: Middle of lesson* (20 minutes)   * In a whole-group setting, the instructor will introduce O\*Net and the online Career Interest Profiler: <https://www.mynextmove.org/explore/ip> * Students will use their laptops to navigate to the Career Interest Profiler and complete the assessment. Students may be broken into small groups with supporting adults assigned as necessary if accommodations indicate that students should have the assessment read aloud. | | | |
| *Day 1: End of lesson (5 minutes)*   * When students have finished, they should write down their scores in the Career Interest Results Chart. * Any remaining time can be used discussing and comparing results of the survey in a whole-group setting. * The worksheet with the Career Interest Results may be collected for use next class. | | | |

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| **Knowledge Construction:** How are students going to construct content knowledge and practice it?  *Day 2: Beginning of lesson* (10-15 minutes)   * The Career Research Information Sheet will be redistributed to students at the start of class. Instructor will review interest areas briefly and then direct attention to the Job Zone chart. * Instructor will lead class discussion of each of the job zones with students in a whole class setting. * Following discussion of each, students will be challenged to independently come up with an example of a career in each job zone and either verbalize it or add it in writing to the chart on the Career Research Information Sheet. |
| *Day 2: Middle of lesson* (20 minutes)   * After students demonstrate an introductory level understanding of the job zones, they will re-open O\*Net. They can enter their scores from each of the Career Interest areas to see the results of the survey without having to retake the entire survey. * Students will see lists of careers based on their interest areas and the various job zones. Careers with a filled-in puzzle piece icon are considered the best match. Students will be guided into choosing a good match in either Job Zone 1 or Job Zone 2 and will click the link to begin their research and fill out the other side of the Career Research Information Sheet. * They will have the remainder of class to research their chosen career and fill in the Career Research Information Sheet. |
| *Day 2: End of lesson (5 minutes)*   * In a whole class setting, students should share out at least one interesting fact about their chosen career. * Career Research Information Sheets should be collected prior to ending class. |
| **Knowledge Construction:** How are students going to construct content knowledge and practice it?  *Day 3: Beginning of lesson* (10-15 minutes)   * The Career Research Information Sheets should be redistributed to students. * Students will work independently for approximately 5-8 minutes to finish their research using O\*Net. |
| *Day 3: Middle of lesson* (20 minutes)   * Once the research has finished, students will return to a whole class setting for instructions on preparing a PowerPoint presentation to deliver to the class on the career they researched. * The Career Research Checklist will be distributed to students so they can self-check as they work. * Students should be given about 15-20 minutes to prepare a five-minute presentation using the guidelines given in the Checklist. |
| *Day 3: End of lesson* (10-15 minutes)   * Instructor can check in with students individually or whole group on their progress. * Career Research Information Sheets should be collected prior to ending class. |
| **Knowledge Construction:** How are students going to construct content knowledge and practice it?  *Day 4: Beginning of lesson* (8-10 minutes)   * The Career Research Information Sheets should be redistributed to students. * Students will work independently for approximately 5-8 minutes to finish their presentations and email them to their instructor. |
| *Day 4: Middle of lesson* (25 minutes)   * The ReadWriteThink Oral Presentation Rubric should be distributed to students. A whole class discussion of what they are being graded on and what the characteristics of a “good” presentation are, such as eye contact and volume. * Using a [Random Name Generator](https://wheelofnames.com/), students will be chosen to individually give their five-minute presentation. * Instructor will project the presentation for each student onto a screen and each student will be given approximately 5 minutes to present. Others in the class may ask questions during or after each presentation. Instructor may fill out the rubric as students are presenting. * After the presentations are done, students come together to generate a list of all of the skills they heard about that are common to each of the different careers/interest areas they researched. * The list of skills generated could apply to any job in any field. If a student could master the list of skills, they could have a wide world of work available to them regardless of their ability level. If they change their mind about what they’d like to do ten times before graduating, the skills will still apply! |
| *Day 4: End of lesson* (5-8 minutes)   * Students complete a 3-2-1 activity on an index card.   + 3 things they learned about the careers presented   + 2 things they found interesting   + 1 question they still have to guide future lessons * Create class list of questions to guide next steps. |

**Ideas for Future Plans/Lessons/Extension**

* Turn this into a mini-unit with a mini-career fair at the end where students can showcase what they have worked on with the focus that good jobs are out there for everyone. Invite other Resource Room students in to explore career choices.
* Create a soft skill of the week/month based on soft skills common to all interest areas
* Create information about each of the local businesses visited during the course of the Teacher Ambassador Program and have students match them to the career interest areas covered during Day 1 of this lesson