

Career Searching - Why Plan?

Activity

- Teacher presents learning objectives and three vocabulary terms with the class. Reviews for understanding.
- Teacher may use a part of the class time to review interest preferences on the Holland Interest Assessment, and/or work values assessments
- Teacher will ask students to identify the attributes (traits of self) which best describe self-exploration (*Teacher goal is to elicit the following: skills, abilities, interests, personal priorities, goals, training and education, from the below small groups*).
- Teacher could also re-phrase this task in a more concrete way. Write on board and ask students: “Name personal trait areas to be considered for a good career match.”
- Students then can get together in pairs or small discussion groups for 10 minutes to identify the trait areas first.
- One student in each group volunteers or is assigned to record and report out to the large group, when the class reconvenes in 10 minutes or less. The group leader reports the task results, and teacher writes results on the board.
- Students are then given an opportunity to go further by identifying in one key area of the six suggested areas some of the personal attributes. Example: under Interests, Joe and Bill both state “working on cars motors.” Betsy states that she likes “cooking and baking” under Interests. Under Personal Priorities, Sue volunteers “finding \$\$ to pay tuition for college.”
- Teacher may then continue with group responding to each area, or have students each do their own areas: 1-3 attributes for each in the 6 Self-Exploration areas (see attached SW table), leading toward an expanded career awareness as they direct their own self-exploration. Review and share as time permits in class.
- Assign the SW, “Tell Me About Your Job” for students to complete over the next several days. Check in daily on student progress with the assignment.

Objectives

- Understand career searching as a dynamic process
- Identify that career preference is tied to students’ life experiences
- Articulate *present* personal interests, skills, priorities and preferences as self exploration, which can define *present* career interests

Materials

- Holland Career Interest Assessment and accompanying worksheets
- Work values assessments
- Personal student assessment results from the first unit on Self Awareness (Assessment results may be filed in student portfolios)
- Student Worksheets (Teacher choice):
 - ✓ Table-Self- Exploration Areas for Career Preferences, attached.
 - ✓ Intro: What Does It All Mean?
 - ✓ Tell Me About Your Job” (St. Interview)

Vocabulary

- Dynamic
- Self Exploration
- Career Searching and Exploration

Notes.

Notes for Teachers

- The Holland test materials and worksheets are found in a folder within the Career Options file.
- Any Work Values papers that need completion or review are found in a folder within the Career Options file

Reflection

Ask students:

- *Do you know of any working adult who might be unhappy with their job/career?*
- *Knowing what you do about self-awareness matching up with job choice, what do you think might be the case for them?*
- *Why might they choose being unhappy over searching for a job match?*

Home Connection

Students can interview their parents about their job satisfaction, and why or why not.

If the parent is reluctant to share about themselves, perhaps they can suggest a neighbor or relative to answer the question(s). Share the responses with the class on the next day. The three questions:

A) *How happy are you on a 1-5 scale with your job?(5 is happy)* B) *What makes or would make you happy?* C) *What is less than perfect about your job?*

Summary

Summarize with students by asking the following questions(for discussion):

- *What would it be like for you to go to work in a selling job, if you really are a shy person?*
- *What if you are really not into meeting people or performing customer service, yet you work as a retail sales person at the Mall?*
- *What if you really hate housework and cleaning at your own house, then are offered a job cleaning motel rooms?*
- *What if you get a job at a factory assembling micro computers but you instead discover that you really like working with little kids?*
- *By accepting a job that doesn't match any of our skills or preferences, what can I learn from it? Are there advantages in accepting a job which does not match my preferences?*
- *Problem solve: How long should I stay in a job that is not a match for me?*
- *How would you go about successfully finding, then securing, a job match?*