

Dream Jobs Setting Career Goals

Activity

- The 3 purposes of this activity/game: 1: to get the students mentally and emotionally set for the day's activity; 2: to understand the difference between **fantasy** and **reality**; 3: to have FUN!
- Begin with a group game called Fantasy Tag (*from Quiksilver, Rohnke & Butler*)
- Each student receives a small 4" x 4" piece of paper. Use same size, shape, and color for all class members.
- Players write down a fantasy on the paper, something they've always wanted to do *and they won't mind it being read aloud*. **CARDINAL Rule**: Be honest, make sure it is something you have a **true desire** to do, and you can "own it". Teacher collects all pieces of paper, then reads the fantasies aloud, one by one. Now divide the entire group into teams of 3-4 players. One group starts trying to identify who belongs to a specific fantasy. If their guess is correct, that person becomes a member of the guessing team and the guessers get another chance. The same team keeps guessing until they make a guess that is wrong.
- After the game and a short de-brief, teacher will describe the activity for the day:
 - ✓ Describe and illustrate individual "dream jobs" and the dream of "the good life": salary, house, travel destinations and car(s) and any other important "dream" possession to the individual.
 - ✓ Have a few student volunteers share for a few minutes to get all students thinking, and motivated to get started. (Use of magazine photos for clipping and recording each "dream" would be recommended.)
- Distribute to all students the SW called "Dream Job and Setting Career Goals: My Career Plan". Review with students and ask for questions to clarify the task. Students will take a few minutes, then perhaps take turns to view the short 1+ minute videostream at the above designated website. The purpose of this video is to point out the difference between the DREAMS and the REALITY CHECK.
- Students work in pairs expressing their individual ideas, but supporting each other with this exercise.
- As an option, students can find representations of the dreams in magazine pictures, then clip and glue them to papers with their name and a neatly entered brief description.
- The picture projects are then posted, with student permission, in a designated classroom spot to be shared and seen by all. Call the bulletin board: "The Future Dreams of....."
- Reality Check, setting career goals and selected careers

Objectives

- State the difference between reality jobs vs. fantasies or "dream" jobs and ideas.
- Develop an outline of steps to move forward with goals for a selected career cluster.
- Master the ability to speak to a group for 3-5 minutes from an outline of highlights of a selected career.

Materials

- Student copies of SW- "Dream Job & Setting Career Goals: My Career Plan".
- Have enough 4 x 4 papers cut for each student.
- Magazines that contain cars, houses, vacation destinations, etc., which could be clipped and glued by students to illustrate their "dream jobs and "dream life".
- Glue, scissors and paper for displaying name of student and the "dream possession".
- Computers. Use is intended to a) view video for 1 min, 12 secs: "reality vs dream job", found at website: www.iseek.org/careers/reality_tool.html
- A career cluster identification for future searches. This may involve the Holland Interest Survey to review for preferences. (The results or score sheets should be filed in each student portfolio.)
- Begin student search for a career of high interest for a 3-5 minute presentation, time permitting (Day 2)
- Distribute SW- "Preparing A Speech of 3-5 minutes."

Summary

Teacher will ask students:

- Describe their favorite event of the day.
- Describe the difference between **long-term career plans and action, short-term plans**. Give examples.
- Definitions of fantasy and reality, and career clusters, with an example of each.
- Teacher describes the Parent Home Connector, where students will interview their parents for a fantasy or dream career that they will share with the class on the next day.

Guidelines for Multi-day Lesson Plan D:

Day 1: Dreams vs. Reality

Day 2: Setting Career Goals and Speech Outline

Day 3: Speeches by students

Vocabulary

- Career Cluster
- Reality
- Fantasy

Notes for Teachers

- The day begins with a game from Quiksilver, by Rohnke & Butler, to develop the set for the main activity of the day. Carefully read the directions below. Imagine/anticipate how the game will flow in your class and the amount of time it will take.

Reflection

- Question to think about (on board): **Is it possible to make some fantasy jobs into reality jobs? Why or why not?**
- Suggestion: The question could be an opener for the next day's discussion, or it could be a journal entry for students. The next day's discussion can begin with the parent input on fantasies or dreams of careers, shared by student volunteers.

Home Connection

Students will ask their parents about their job/career fantasies or dreams, related to careers or other events, which they are comfortable describing to their teen. Report back to the class the following day.