

## DISCOVER YOUR CAREER

### Students will learn:

- Phases of effective career planning
- Key factors to guide career decision-making
- Resources for self-assessment, career exploration and connecting to suitable careers

### Opening Class Discussion

For some students, the selection of a career is static decision made at some point in time that is intentionally pursued. For many others, career choice evolves through a process of discovery. To gauge students' status, ask them to share future plans. Follow-up by asking them to rate their confidence level with this choice on a scale of 1-10. For those who may be unsure of career plans, a good source to prompt potential options is the Career Pathways section at <https://www.earnup.org>.

### Individual Activity: Self Reflections

Ask students to list factors significant to them related to the self-assessment areas below:

Personal Influences	Interests	Personality	Values	Abilities/Skills
Who or what influences your decisions about careers?	Which activities, hobbies or topics are naturally appealing to you?	How would a family member or friend describe you?	What's important to you? What are your guiding principles?	What are your academic strengths and challenges?

### Individual Activity: Career Assessment

Have students complete a free career assessment provided by the State of Florida by clicking the link below and following the steps provided below. This assessment will generate their top interest scores, including a brief description and then link to corresponding career options to further explore.

- [FloridaShines](#) → Find a Career → Middle & High School Students → My Next Move → Start (under "I'm not really sure") → O\*Net Interest Profiler.
- Ask students to share thoughts and opinions about their results and the connecting careers of interest? Ask if the connecting careers are related to the self-reflections in the previous activity.

**Individual Activity: Career Exploration**

Ask students to select at least 3 careers generated from the previous activity and use [Home : Occupational Outlook Handbook: : U.S. Bureau of Labor Statistics \(bls.gov\)](#) or [O\\*NET OnLine \(onetonline.org\)](#) to research the following information:

Career Titles	Minimum Education Level or Training	Typical Job Tasks	Annual Salary or Hourly Pay Rate (Local & National)	Job Availability
1)				
2)				
3)				

**Group Activity: Plan In Reverse**

Place students interested in similar industries in groups of five. Using the careers from the previous activities, they will create a career map that begins with their future career and works backwards to their current life. Explain to students that they are to select the highest-level position they would like to attain in their industry; they will then research the jobs and education required prior to earning that position. (*Example: Bank Manager -> Loan Officer -> Head Teller ->Teller*). Students should select at least three positions that could be required before reaching the highest level and explain how each position leads to the next in the sequence. Students will use the rubric below as a guide for their career map.

Criteria	Meets Expectations	Needs Improvement	Expectation Not Met
<b>Career Option</b>	Student provides a clear career map that covers their current position and requirements to attain desired career	Student provides a career map that does not include all career information or has missing content	Students career map is unclear
<b>Education</b>	Student provides a clear explanation of the required education connected to their career path	Student provides some educational information but does not include clear connection	Student does not provide an education component to their career map
<b>Job Content</b>	Student provides at least three job descriptions that lead to desired position with a clear connection between each	Student has one or two job descriptions that lead to desired position with a clear connection between each	Student does not provide a clear connection between the jobs described and/or has no job information included