

Career Exploration at the Middle School Level

Concept / Topic to Teach:

Through web surveying and exploration, students will use personal interests and abilities to investigate careers and to build a deeper knowledge of these career.

Standards Addressed:

13.1.8.A – Relate careers to individual interests, abilities, and aptitudes.

13.1.8.B – Relate careers to personal interests, abilities, and aptitudes.

13.1.8.E - Analyze the economic factors that impact employment opportunities, such as location, growth, openings, salaries/benefits

13.1.8.G – Create an individualized career plan including career goals, opportunities, interests and abilities, training/education requirements.

13.1.8.H – Choose personal electives and extra-curricular activities based on personal career interests and abilities and academic strengths.

13.2.8.B – Evaluate resources available in researching job opportunities, such as the Internet.

General Goal(s):

- Students will investigate career interests and abilities

Specific Objectives:

- Students will complete a survey to identify career interests and abilities.
- Students will be able to identify three career interests that match their career interests and abilities.
- Students will be able to identify salary, education requirements, required skills, and job tasks for three career interests.

Required Materials:

- Computers with Internet Access
- Choices Planner Internet Account or O*Net
- Career Exploration Worksheet
- Pencil or Pen
- Two 42 minute class periods

Anticipatory Set (Lead-In):

Question with prize rewards

What is the difference between Vocation, Avocation, and Occupation?

Vocation – strong inclination to a particular state or action

Avocation – A hobby, an activity done in additions to one’s work for enjoyment

Occupation – the work in which a person is employed to do

What would it be like if all three of these could be about the same activity?

To have a career you go to everyday that you enjoy so much that you feel called to do it.

Step-By-Step Procedures:

1. Students will answer the anticipatory set and the class will discuss finding careers that the students would enjoy doing.
2. Student will be asked to volunteer careers that they have or are considering for their future.
3. Student will be introduced to the concept of an interest survey to identify potential careers.
4. Students will go to the Department of Labor’s Occupational Website www.onetonline.org
5. Students will click on the “I want to be” box on the right side of the screen.
6. They will then click on the “I’m not sure” box on the right side of the screen.
7. Students will take the O*Net Interest Profiler to identify their three strongest interests (realistic, investigative, artistic, social, enterprising, or conventional)
8. Students will read the definitions for each interest category and decide which three best fit their personalities and interests.
9. Students will then choose a job zone which fits the amount of education they plan on achieving.
10. Students will then choose three careers to investigate from the list of potential careers.
11. As students investigate three careers, they will complete the career exploration worksheet. Students will examine career tasks, needed knowledge and skills, salary, required education and job outlook.
12. After compiling and review the gathered information on three potential careers, students will identify one career interest that seems to be the best suit for their personal interests.
13. Students will complete their investigation with an exit slip identifying what career best suits their personal interests.

Plan For Independent Practice:

- Closure (Reflect Anticipatory Set):

Students will be asked to turn in completed career investigation worksheet and complete an exit slip asking:

- What career have you identified that would combine your vocation, avocation, occupation?
- Why is this career the perfect blending of interests for you?

- Assessment Based On Objectives:

Class will be assessed based on the completed career worksheet and post class discussions. Worksheets will be graded based on students success in identifying career interests and the research of three careers that align with those interests.

- Adaptations (For Students With Learning Disabilities):

Students with learning disabilities can follow the following adaptations based on needs and abilities:

- Students can use a paper assessment unable to use a computer.
- Students can work with a wrap-around aide to answer survey questions verbally.
- Students can find only one or two careers based on reading fluency times.
- Students can instead investigate careers for special education students through the department of education.
- Students can investigate the job accommodations resources on the O*Net site.

- Extensions (For Gifted Students):

Students with Gifted IEPs can follow the following adaptations based on needs and abilities.

- Students can investigate colleges or universities that have degrees in identified interests for dual enrollment opportunities at the High School level.
- Students can create a list of grade specific objectives for reaching their identified career goals.
- Students can identify additional careers above the required three.

- Possible Connections to Other Subjects:

Students could interview teachers of different disciplines for advice regarding preparation classes for those disciplines. EX: Chemistry for medical interests