

CAREER EXPLORATION—A NEW FRONTIER

Purpose: Students’ current interests and careers of interests guide their exploration as they practice using the career paths to learn about other careers in which they might be interested.

Time Required for Lesson: 20 minutes

Grade Level: 9

Missouri Comprehensive Guidance

Strand: Career Development

Big Ideas/Concepts:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

Concept: CD.7.A. Integration of self knowledge into life and career planning

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

Concept: CD.8. B Education and Career Requirements

ASCA Standards:

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials: None

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 9 Unit: Navigating Through the World of Work Concepts: CD 7. A; CD 8.C.  

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 2. Develop and apply strategies based on one’s own experience in preventing or solving problems
X	Goal 4: make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:

Students identify and write a brief paragraph of two careers that are related to his or her career path.

Lesson Preparation

Essential Questions: What is the importance of exploring related career? Why do we need to explore related careers?

Engagement (Hook): Write a career or occupation on the board. State: Oh! The Possibilities! Explain to students that this phrase can be applied to many scenarios, but for this session, the focus is “related careers!”

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none"> 1. Ask students to identify his or her career path and discuss careers related to that path. Give examples: news anchor, related career might include cameraperson, copywriter, reporter, producer, set builder, graphic artist. Remind students that with every specific career there are related careers. 2. Ask students to suggest related careers and list career choices on the board. Discuss how they are related 3. Explain that many times these related careers are even more rewarding for some people than the first choice for a career as well as offer alternative career choices. 4. Ask students to identify and write a paragraph regarding two related career choices 	<ol style="list-style-type: none"> 1. Students identify his or her career paths and discuss related careers 2. Students suggest careers related to his or her career path and discuss how they are related 3. Students listen and discuss how related career can be a source of alternative career choices. 4. Students identify two related career choices and write a brief paragraph regarding each.