

11B 2.3 My Top Careers

PHASE OVERVIEW

This phase will begin in December and last until the end of February. Students will carry out a set of self-reflection activities, with their mentor's support, to better understand their interests, skills and the links between their passions and career pathways. Pairs will work on a resume that the mentee can use to apply to summer opportunities of interest.



LESSON OBJECTIVE

SWBAT identify their interests and make connections between the top career clusters that align with their interests.

PURPOSE

This lesson will help students articulate their interests and begin thinking about how those interests can connect to future careers.

By connecting students’ interests to career clusters, students will be better equipped to identify potential career options and post-secondary pathways.

AGENDA

5 min	<i>Do Now: Stand If...</i>
25 min	<i>Learn and Engage: My Career Interests Quiz</i>
10 min	<i>Mentor Connection</i>



KEY TAKEAWAY

Identifying my interests can help me find career options.

MATERIALS: [2.3 Presentation](#), [2.3 Handout](#)

Do Now: Stand If... This brainstorm will help students articulate their interests and prepare for the Learn & Engage activity.	Notes:
Slide 2: 5 min	<i>Explain the directions to the Stand Activity. You will read aloud one statement at a time and students will stand up if those statements apply to them.</i> TALKING POINTS ● Today, we are going to continue the conversation about your future. We are going to take things a step further and explore how your interests can connect to your future post-secondary pathway and career options. ● There is a famous quote that says, “if you do what you love, you will never work a day in your life.” We are going to explore what you “love” or are interested in to hopefully put you on a path to have someone pay you money for doing it. ● We are going to start with a “stand activity” to just get our brains thinking about it. ● I will read off statements about different areas of interests/career skills. If it applies to you, please stand up. You can stand up as many times as it applies to you. ● Many of your classmates have similar interests and passions – the activity will allow us to see which students have similar or different interests. Stand if... ● You love listening to or playing music ● You enjoy playing sports (basketball, baseball, etc.) ● You like the outdoors (camping, hiking, etc.) ● You are interested in working with animals ● You are interested in artistic activities, such as painting or graphic design ● You enjoy cooking or baking ● You love or want to travel ● You get excited about learning how to build things ● You love numbers and Math

Learn and Engage: My Career Interests Quiz Students will complete a career interests quiz and will identify the career clusters they are most interested in. This will lead to next week's lesson in which they will research careers within the clusters.		Notes:
Slide 3: 1 min	<i>Have a student read the key takeaway.</i> Identifying my interests can help me find career options.	
Slide 4: 15 min	TALKING POINTS In order to see how our interests can align with career pathways, we are going to take a career interests quiz. If you agree with the statement on the quiz, checkmark the blue box in the row. If you do not agree, leave the row blank. Tally up each column when you are done! <i>Note: If you are working with ELL students, you may want to read each statement aloud to the students and remind them to check off the statement if they agree with it.</i>	
Slide 5: 5 min	STUDENT DISCUSSION Each letter corresponds to a career category. Which two categories did you have the highest score in? Did this surprise you – why or why not?	
Slide 6: 4 min	STUDENT DISCUSSION Within each career category, there are clusters. Which two clusters would you like to explore from your top categories? Why?	
Slide 7: Mentor Connection	TALKING POINTS Now let's write to our mentors.	
Slide 8: Extend	<i>If you have additional time remaining, consider asking students what new information they have learned from their mentor's message.</i>	



Mentor Connection

MENTEE PROMPT

1. Respond to your mentor's message and share your high point and low point for the week.

My high point is...

My low point is...

2. Which 2 clusters would you like to explore next class?

The 2 clusters I would like to explore are...

3. Ask your mentor how they decided on their career path.

How did you decide on your career path?



Mentee Connection

OVERVIEW

This week, your mentee explored various career clusters to focus on how their interests match up with potential career pathways. Many students are only exposed to a few career options. This lesson was designed to show your mentee that there is a wide variety of career areas that they can explore.

Your mentee may have a career/job in mind, an area of interest that they may want to go into, or no clue what they want to do. As a mentor, you are positioned to let them know that career exploration is an activity that takes time and is not a direct path. Most students are pushed to have an answer for the question "What do you want to be when you grow up?" Let your mentee know that you will take as much time as needed to help them figure out a pathway.

RESPONSE:

1. Share your high point and low point for the week.
2. Reflect on the career clusters your mentee identified as being of interest to them. Why would these careers be a good fit for your mentee?
3. Tell your mentee how you chose your career. How did you know you wanted to do what you do? When did you decide?