

Statewide Career Pathways Basic Skills Curriculum Career Awareness Module

OUTCOMES/ STANDARDS	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p>1. Explain the differences between a job and a career</p> <p><i>IL STAND: 3.RI.1; 3.R.CI.1; 4.R.CI.1; 5.R.CI.2; 3.R.CI.5; 4.R.CI.9; 5.R.CI.10</i></p>	<p>Job vs. Career</p>	<ul style="list-style-type: none"> • Differentiate between a job and a career • Determine how generational differences affect the workplace • Identify and apply Donald Super's theory to career awareness. Use: http://career.iresearchnet.com/career-development/supers-career-development-theory/ 	<p>Instructor observation/Student demonstration</p>
<p>2. Decide personal priorities</p> <p><i>IL STAND: 3.W.TT.2; 4.W.TT.2; 5.W.TT.2; 3.S.CC.1; 3.S.CC.3</i></p>	<p>Decision making</p>	<ul style="list-style-type: none"> • Discuss the importance of self-knowledge when determining a career path. • Divide students in pairs to complete <i>What Is Important to Me?</i> Worksheet (Resources). • Discuss responses. 	<p>Student completion of <i>What Is Important to Me?</i> worksheet</p>
<p>3. Describe the role of values in career decision making and motivation</p> <p><i>IL STAND: 4.S.CC.1; 5.S.CC.1</i></p>	<p>Values, Personality</p>	<ul style="list-style-type: none"> • Discuss differences in personality types • Explain your own personality type • Recognize how a personality type relates/influences career planning. Use the free version of Myers Briggs Assessment based on the work of Carl Jung's and Isabel Briggs Myers: http://www.humanmetrics.com/cgi-win/jtypes2.asp; Use: Myers Briggs Personality Type Indicator Handouts (Resources). • Match your interest to potential careers 	<p>Instructor observation/student demonstration</p>

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<p>4. Evaluate different thinking patterns and their relationship to career success</p> <p><i>IL STAND: 3.W.PD.1; 4.W.PD.1; 5.W.PD.1</i></p>	<p>Barriers</p>	<ul style="list-style-type: none"> • Identify psychological barriers to decision making • Discuss alternative strategies for career success 	<p>Instructor observation/Student demonstration</p>
<p>5. Apply skills to a career</p> <p><i>IL STAND: 3.R.CI.1; 4.R.CI.1; 5.R.CI.2; 4.S.CC.1; 5.S.CC.1</i></p>	<p>Career skills</p>	<ul style="list-style-type: none"> • Explain the difference between knowledge and skills. • Divide students in groups and, using the ABCs worksheet, have groups determine one skill for each letter of the alphabet (each student should complete his/her own worksheet found in Resources) • Have students complete the My Skills worksheet individually (Resources). Explain to students that they are to use the skills from the first worksheet and pick at least four of those skills that they believe they possess. The students should list the skill and then briefly explain how it is useful. • Discuss skills lists. 	<p>Student completion of ABCs and My Skills worksheets</p>
<p>6. Plan for future career</p> <p><i>IL STAND: 3.R.CI.1; 4.R.CI.1; 5.R.CI.2</i></p>	<p>Career planning</p>	<ul style="list-style-type: none"> • Discuss how to achieve a desired career by creating a map/plan. Ask students to name an exotic place they would like to visit. Let the group offer a few suggestions and choose one that is far away and not easily accessible (i.e., Hawaii, Italy, etc.). Ask students how they would plan a trip from the classroom to this destination. Explain that to get there in the shortest time, they need a map to pick the route that is best 	<p>Student completion of How Do I Become A...” and Planning for My Career worksheets</p>

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<p>7. Identify Career Pathways</p> <p><i>IL STAN: 4.S.CC.1; 5.S.CC.1; 3.S.PK.1; 4.S.PK.1; 5.S.PK.1</i></p>	<p>Career pathways</p>	<p>for them.</p> <ul style="list-style-type: none"> • Complete How Do I Become A...? worksheet (Resources). Students will use an Internet search engine, such as Google, to research the education requirements and necessary skills for a career they are interested in pursuing. • Complete Planning for My Career worksheet (Resources). • Discuss careers researched. How did you choose which career to research? Share what you can do now to prepare for the career you chose. <ul style="list-style-type: none"> • Identify Career Clusters, their pathways and the attributes of the individuals who work in them, utilizing Career Clusters description handout (Resources). https://www.careerwise.mnscu.edu/careers/pathways.html to further introduce Career Pathways. • Divide students into task groups. Each group will use the Career Clusters description sheet and the website to along with at least six Occupation Cards per group to complete this activity. Given occupation cards, students will confer in their task groups and determine which career pathway an occupation matches (Resources). 	<p>Instructor observation of student interaction</p>
<p>8. Discover Career Pathways</p> <p><i>IL STAN: 3.W.PD.1; 4.W.PD.1; 5.W.PD.1; 3.W.PD.4; 4.W.PD.4;</i></p>	<p>Career pathways</p>	<p>Tootsie Roll™ review of Career Paths: Show a bag of Tootsie Rolls™ with the back of the package facing the students and asks, “What do you think is in this package?” “How do you know what is inside without seeing the name of the candy?” “Someone had to design the package so that when you see it, you would know what was inside. Which career path would this be?” (Arts, A/V Technology & Communication) Read from the package</p>	<p>Instructor observation of student interaction</p>

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<p>10. Apply a decision-making model to career decisions</p> <p><i>IL STAN: 3.S.PK.1; 4.S.PK.1; 5.S.PK.1; 3.W.RB.3; 4.W.RB.3; 5.W.RB.1</i></p>	<p>Values, Skills, External influences</p>	<p>students – Internet, counselor’s office, school library, etc.</p> <ul style="list-style-type: none"> • Discuss trends that possibly will affect career planning • Discuss the changing trends in the workplace Write their Career Autobiography (Resources). • Use: <i>Pick 5 Activity</i> (use http://www.truity.com/test/holland-code-career-test for SII/Holland Code inventory) Also in Resources 	<p>Instructor observations</p>
<p>11. Create a career awareness plan with possible career path based on identified interest, skills, and values</p> <p><i>IL STAN: 3.W.PD.1; 4.W.PD.1; 5.W.PD.1; 3.W.PD.2; 4.W.PD.2; 5.W.PD.2; 4.S.CC.1; 5.S.CC.1</i></p>	<p>Career/ Personal Awareness Research</p>	<ul style="list-style-type: none"> • Discuss and review possible career options based on information gathered about attitudes, beliefs, values, interests, personality, skills, and external influences Use: Career Plan Activity (Resources). 	<p>Instructor observations/ Student demonstration</p>