

Career Quest

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Time Frame 215 Minutes

Essential Question(s)

What content is used in careers?

Summary

Students work in groups to explore careers that use content that is specific to their courses. Students first complete a card sort to test their knowledge of careers and educational requirements before developing and presenting an informational report with a group about a career they are interested in. Afterward, they reflect on their learning through a One-Pager activity.

Learning Goals

- Identify how careers use content learned in class.
- Research the requirements and pay scale for a chosen career.

Attachments

- Activity Slides—Career Quest.pptx
- Career Card Sort—Career Quest - Spanish.docx
- Career Card Sort—Career Quest - Spanish.pdf
- Career Card Sort—Career Quest.docx
- Career Card Sort—Career Quest.pdf
- Career Cluster Poster 11x17—Career Quest - Spanish.pdf
- Career Cluster Poster 11x17—Career Quest.pdf
- Career Cluster Poster 8.5x11—Career Quest - Spanish.pdf
- Career Cluster Poster 8.5x11—Career Quest.pdf
- Career Fields 11x17—Career Quest - Spanish.pdf
- Career Fields 11x17—Career Quest.pdf
- Career Fields 8.5x11—Career Quest - Spanish.pdf
- Career Fields 8.5x11—Career Quest.pdf
- One-Pager Planning—Career Quest - Spanish.docx
- One-Pager Planning—Career Quest - Spanish.pdf
- One-Pager Planning—Career Quest.docx
- One-Pager Planning—Career Quest.pdf
- Presentation Planning-Career Quest.docx
- Presentation Planning-Career Quest.pdf
- Presentation Rubric—Career Quest.docx
- Presentation Rubric—Career Quest.pdf

Materials

- Activity Slides (attached)
- Career Fields Posters 8.5x11 (attached, 1 set for classroom)
- Career Fields Posters 11x17 (attached, 1 set for classroom, optional)
- Career Cluster Poster 8.5x11 (attached, 1 set for classroom)
- Career Cluster Poster 11x17 (attached, 1 set for classroom, optional)
- Careers Card Sort (attached, 1 set for every group)
- Careers Cart Sort (Spanish) eLearning activity (linked)
- Career Card Sort eLearning activity (linked)
- Presentation Planning handout (attached, 1 per group)
- Presentation Rubric handout (attached, 1 per group)
- One-Pager Planning handout (attached, 1 per student)
- Paper 8.5x11 (2 per student)
- Sticky notes (1 per group, mini size recommended)
- Pencil/pen
- Colored Pencils/Markers
- Ruler

15 minutes

Engage

Customizing the Activity

This resource was created with the goal of being general enough for any content area classroom; however, there are indicated fields on **Activity Slides 16, 18, and 20**, the **Presentation Planning** handout, and **Presentation Rubric,** where you can add your content area to make this activity more specific. We encourage you to fill in these spaces ahead of time.

Preparing the Activity

Print and cut the attached **Careers Card Sort** cards or ensure that students have access to a device to complete the **Careers Card Sort** eLearning activity using the provided link:

English version: http://k20.ou.edu/careerquest

Spanish version: http://k20.ou.edu/carreras

Use the attached **Activity Slides** to guide the lesson.

Move through **slides 2-4** to introduce the lesson, essential question, and learning objectives.

Place students into groups of four and have them move to sit together in the classroom. If using the printed card sort, follow Option 1 below. If using the digital card sort, follow Option 2 below.

Option 1: If you are having groups work on the printed card sort, unhide **slide 5** and introduce the Card Sort strategy. Then, pass out a copy of the attached **Careers Card Sort** to each group. Explain to the class that they are expected to sort the career cards by category based on the minimum amount of education they believe is required for that career.

Option 2: If having students complete the digital card sort, unhide **slide 6** and introduce the Card Sort strategy. Help students navigate to the linked Career Card Sort eLearning activity by typing in the shortened URL code provided on the slide or scanning the QR code. Explain to the class that they are expected to sort the career cards into the correct categories based on the minimum amount of education they believe is required for that career. Give each student several minutes to complete the eLearning activity. Once completed, the students can check their answers on the webpage.

Once the card sort activity is completed, transition through **slides 7-8** to show the correct answers. Review answers as much as you see fit to help clear up any misconceptions.

Encourage students to move the cards to the correct location(s) and consider asking the following discussion questions:

- Was there an educational requirement for a career surprising to you?
- Which careers were the easiest for you to place?
- Which career do you predict to be the highest/lowest paying?
- Which careers would you predict require you to pass a test to qualify?

10 minutes

Explore

Transition to **slide 9** and ask each student to get out a piece of paper and a pencil. Explain to the class that while they looked at many careers during the card sort, they will now focus only on careers they are personally interested in. Have students list any and all careers they are interested in pursuing in the time allowed. Remind students that the careers listed on their paper can be similar or different to those in the card sort.

Start the K20 1-minute Timer and have students work independently.

When the timer ends, move to **slide 10** and ask students to work with their groups to sort their listed careers based on the six career fields on the slide. Ask each student to determine which career field is the most important on their paper and write it at the top when they have made that decision.

20 minutes

Explain

Preparing the Activity

Before this point in the lesson, print and hang the attached **Career Fields Posters** on the perimeter walls and the attached **Career Cluster Poster** at the front of the class.

Move to **slide 11** and ask students to use the information they just discovered - the career field that most aligns with their interests - and move to that Career Fields Poster in the classroom.

Move to **slide 12** and instruct students to create groups of 2-3 students at these posters.

Grouping Students

The groups work together to create a career presentation. If there is an odd number of students, determine whether it is appropriate to have larger or smaller groups. If there is only one student at a poster, ask them to move to a different Career Fields Poster in the room to be grouped.

When students have formed their groups and rearranged their desks to sit together, transition to **slide 13** and briefly explain that an Individualized Career Academic Plan (ICAP) is a graduation requirement for every student in Oklahoma. Every job has been classified into 1 of 6 career fields. Review descriptions of each group as necessary.

Display **slide 14** and ask groups to predict which career fields employ the most people in Oklahoma. Once students have made a decision, introduce the Sticky Bars strategy. Give each group a sticky note and ask them to share their prediction by putting their sticky note above the career field of their choice on the **Career Fields Poster** at the front of the room.

Move to **slide 15** to show the driving systems, or career fields, that employ the largest number of people in Oklahoma. Review with the class what specific careers fall under the career fields.

Environmental and Agricultural Systems:

- Agriculture
- Bioscience
- Wind Energy

Industrial, Manufacturing, and Engineering Systems:

- Aerospace and Defense
- Oil and Gas Energy
- Transportation and distribution

Business, Marketing, and Management:

- Information and Financial Services

Consider asking students in the class to give examples of companies in Oklahoma or their area that fall into these categories.

Sample Responses

Environmental and Agricultural Systems:

- Noble Foundation (Ardmore, OK)
- Highland Dairy Foods (Chandler, OK)
- Traverse Wind Energy Center (Weatherford, OK)

Industrial, Manufacturing, and Engineering Systems:

- Tinker Air Force Base (Midwest City, OK)
- Pratt & Whitney (Midwest City, OK)
- ONEOK (Tulsa, OK)
- Chesapeake (Oklahoma City, OK)
- Acme Truck line (Oklahoma City, OK)
- Hobby Lobby Distribution Center (Oklahoma City, OK)
- Amazon Distribution Center (Oklahoma City, OK)

Business, Marketing, and Management:

- Dell (Oklahoma City, OK)
- Oracle (Oklahoma City, OK)
- BankFirst (Oklahoma City, OK)
- Midfirst Bank (Oklahoma City, OK)

50 minutes

Extend

Transition to **slide 16** and pass out the attached **Presentation Planning** handout, one per group. Explain to the class that every career requires skills that are first gained in high school classes. In their groups, invite students to choose one career that falls under the Career Fields Poster that they have selected.

Move to **slide 17** and continue explaining the project. Using the Presentation Planning handout and rubric, students will create a digital presentation to showcase a career. Guide students to the following online resources:

- https://www.mynextmove.org/
- http://k20.ou.edu/career-clusters

Move to **slide 18** and explain the rubric in as much detail as you feel necessary. Once students understand the project expectations, have them begin working in their groups.

As groups work, walk around the room to keep groups on task and answer any questions that may arise. You may need to toggle between slides 17 and 18, depending on what information students need.

Pacing the Lesson

Allow as much work time for students as you feel is necessary. 50 minutes of work time is the average amount necessary to complete their group presentations.

100 minutes

Evaluate 1

Preparing the Activity

Before this point in the lesson, create a way for groups to turn in their digital presentation. For example, create an assignment in your school's learning management system (LMS). Use these digital submissions to access the file to project onto a screen for your entire class to view.

Use **slide 19** to instruct students where you would like the presentations to be turned in.

When students have completed creating their presentations, show **slide 19** and pass out the attached **One-Pager Planning** handout. Instruct students to pay close attention to the presentations and make notes on the handout for each prompt. Explain that these notes will be used during their reflection at the end.

Allow each group to present their chosen career as you grade them based on the attached **Presentation Rubric**.

Optional Pacing

Allot about 10 minutes of class time for each group to present. Consider stretching out the presentations over several days. For example, have only 1-2 groups present at the beginning of each class period before continuing with other instruction. Repeat the process until all groups have presented.

Resources

- K20 Center. (2020). Card sort. Strategies. https://learn.k20center.ou.edu/strategy/147
- K20 Center. (2021). K20 Center 1-minute Timer. YouTube. https://www.youtube.com/watch?v=6ilD555O_RE.
- K20 Center. (2020). One-Pager. Strategies. https://learn.k20center.ou.edu/strategy/72
- K20 Center. (2020). Sticky bars. Strategies. https://learn.k20center.ou.edu/strategy/129
- National Center for O*NET Development. (2023). My next move. My Next Move. https://www.mynextmove.org/