

Making C.E.N.T.S. - Career Exploration Needs for Today's Students

Laura Halstied, Brittany Bowens, Laura Young, Amber Hale, Mitch Davis
Published by *K20 Center*

This work is licensed under a Creative Commons CC BY-SA 4.0 License

Time Frame 50 minutes

Essential Question(s)

- What careers and postsecondary opportunities align to my personal interests and skills?
- What resources are readily available to learn about careers?

Summary

Exposure to a wide range of careers is essential for students to understand their choices after graduating high school. This lesson will provide experiences for students to discover career interests and learn about multiple careers.

Learning Goals

- Connect career pathways that align to students' interests or skills.
- Expand students' options for future career choices.

Attachments

- 3-2-1 Career Exploration—Making CENTS - Spanish.docx
- 3-2-1 Career Exploration—Making CENTS - Spanish.pdf
- 3-2-1 Career Exploration—Making CENTS.docx
- 3-2-1 Career Exploration—Making CENTS.pdf
- Career Note Catcher—Making CENTS - Spanish.docx
- Career Note Catcher—Making CENTS - Spanish.pdf
- Career Note Catcher—Making CENTS.docx
- Career Note Catcher—Making CENTS.pdf
- Career Speed Dating Profile—Making CENTS - Spanish.docx
- Career Speed Dating Profile—Making CENTS - Spanish.pdf
- Career Speed Dating Profile—Making CENTS.docx
- Career Speed Dating Profile—Making CENTS.pdf
- Lesson Slides—Making CENTS.pptx

Materials

- Lesson Slides (attached)
- Career Speed Dating Profile handout (attached; one per student)
- Career Note Catcher handout (attached; one per student)
- 3-2-1 Career Exploration handout (attached; ½ sheet per student)
- Personal device with internet
- Pen/pencil
- Bell (optional)

5 minutes

Engage

Use the attached **Lesson Slides** to guide the lesson. Tell students they will listen to five career professionals describe their day-to-day work. There are twenty seconds between each speaker for students to discuss what career the professional is describing. After the twenty-second pause, the career is revealed. Play the video on **slide 2**.

Embedded video
https://youtube.com/watch?v=-hEoHkOkAp8

After the video, review the Essential Questions and Lesson Objectives with students on **slides 3** and **4**.

20 minutes

Explore

Display **slide 5** and have students use a personal device to go to https://k20.ou.edu/makingcents or use the QR code on the slide. Once there, have students complete the following:

- Select one of the six topics by clicking on one.
- Select one career path to explore.
- Read about the career path and the possible careers located under that path.

After providing time for students to navigate to a career path and possible careers, have students speak to an Elbow Partner about the path they selected. Let students talk with one another for a few minutes.

Move to **slide 6** and have students pick one career they would like to learn more about. Direct students to navigate to mynextmove.org, or use the QR code provided on the slide, and tell them to search for the career they have chosen by entering the career title in the “Search careers with key words” box.

25 minutes

Explain

Pass out the attached **Career Speed Dating Profile**. Tell students to complete the handout by reading about their chosen career. The handout asks for the following information:

- Knowledge: *What is the purpose of your job?*
- Job: *What can your day-to-day activities look like?*
- Interests: *What skills would you need to have/classes to do this job?*
- Family: *What are two or more related jobs?*
- About Me: *What is your average salary?*
- More About Me: *What else is important to know about you?*
- Pick-up Line: *Related to the job*
- Check Out My Profile Pic: *Draw an image that represents your career.*
- Location: *Give two or more local/volunteer/internship opportunities related to your job.*

Teacher's Note: Timing

Consider using a timer to keep students on pace to complete their profile in a timely manner.

35 minutes

Extend

Teacher's Note: Activity Preparation

Before beginning this activity, line tables in a U-shape around the classroom. Alternatively, create two lines of tables with chairs set up across from each other on both sides. You may choose to play music to add fun and help drown out others' conversations. Use a bell or some other device to indicate when it's time for students to rotate.

Display **slide 7** and pass out the attached **Career Note Catcher**. Inform students that they are going to learn about the other jobs through a speed-dating game using the Career Speed Dating Profiles they created.

Inform students they will have one minute with each person across from them: 30 seconds to share information about their own job and 30 seconds to gather as much information as they can about their partner's job. Ask students to start their share outs with the pick-up lines they have written for their career. Have students record the information they learn from each partner on the Career Note Catcher.

Begin a timer and have students speak to their partner. When the timer ends, have students on one side rotate to the next partner to share and gather information about a different job. Repeat until all students have shared with at least five other students.

Teacher's Note: Repeated Jobs

If students encounter a job more than once, ask them to seek out and record any information they have not yet learned about that job.

10 minutes

Evaluate

Teacher's Note: Lesson Preparation

Print and cut the attached **3-2-1 Career Exploration** handout.

Display **slide 8** and take a few minutes to facilitate an informal discussion with students about how they plan to use the information they found at the My Next Move website in the future for career planning. Have them brainstorm a list of options as a class.

Move to **slide 9** and pass out the 3-2-1 Career Exploration handout to each student. Ask students to reflect on the careers they have learned about to answer the questions. Collect the handout from students before they leave and use these to assess participation and plan follow-up activities, resources, and conversations with students.

Research Rationale

Research demonstrates that early development of occupational knowledge through school career education programs supports students in building an understanding of the world of work and available career opportunities (Ginevra et al., 2024; Godbey & Gordon, 2019; James, 2024; Kim & Lee, 2023). The middle and high school years are fundamental for students to explore careers and develop transferable skills to help them succeed in high school and beyond (James, 2024; Kim & Lee, 2023). Where career exploration programs involve experiential learning, student engagement is increased, improving graduation rates and college and career readiness (Godbey & Gordon, 2019; James, 2024; Kim & Lee, 2023).

Resources

- Ginevra, M. C., Santilli, S., Hartung, P. J., & Nota, L. (2024). A career education program for early childhood youth: Development and initial evaluation. *The Career Development Quarterly, 72*(2), 78–92. https://doi.org/10.1002/cdq.12345
- Godbey, S., & Gordon, H. R. D. (2019). Career exploration at the middle school level: Barriers and opportunities. *Middle Grades Review, 5*(2). https://scholarworks.uvm.edu/mgreview/vol5/iss2/2
- James, S. L. (2024). *A mixed methods case study program evaluation of a middle school career exploration program* (Publication No. 31330513) [Doctoral dissertation, Oral Roberts University]. ProQuest Dissertations & Theses. https://www.proquest.com/docview/3066204650/abstract?sourcetype=Dissertations%20&%20Theses
- K20 Center. (n.d.). 3-2-1. Strategies https://learn.k20center.ou.edu/strategy/117
- K20 Center. (n.d.). Concept speed dating. Strategies. https://learn.k20center.ou.edu/strategy/3330
- K20 Center. (n.d.). Elbow partners. Strategies. https://learn.k20center.ou.edu/strategy/116
- Kim, Y., & Lee, H. (2023). Investigating the effects of career education programs on high school students' career development competencies in Korea. *Sustainability*, *15*(18). https://doi.org/10.3390/su151813970