

To Be or Not to Be? That's a Career Question!

College and Career Readiness

Chelsee Wilson, Bj Sneed
Published by *K20 Center*

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

Grade Level	9th – 12th Grade	**Duration**	4-5 class periods
Subject	English/Language Arts		
Course	A.P. Language and Composition, A.P. Literature and Composition, American Literature, British Literature, World Liter		

Essential Question

What does it take to achieve the career you want?

Summary

What does it mean to have a plan for a postsecondary college or career? This lesson encourages students to explore their career choices and develop a plan to achieve their career goals.

Snapshot

Engage

Students reflect on their childhood career choices through a Time Scramble activity.

Explore

Students explore their interests as they participate in the Career Interest Survey.

Explain

Using a KWHL Chart to guide them, students research their chosen career and create an action plan.

Extend

Students illustrate their career and action plan by creating an Anchor Chart.

Evaluate

Students participate in a Gallery Walk and turn in their Anchor Charts for evaluation.

Standards

Oklahoma Academic Standards: English Language Arts (Grade 9)

9.6.W.4: Present research in longer formats (e.g., sustained research projects, process essays) and shorter, informal formats (e.g., single-day research projects, informal discussion) to a variety of audiences.

Attachments

- Career Cluster Survey Step 1—To Be or Not to Be, That's a Career Question.pdf
- Career Cluster Survey Step 2—To Be or Not to Be, That's a Career Question.pdf
- Career KWHL Chart Spanish—To Be or Not to Be, That's a Career Question.docx
- Career KWHL Chart Spanish—To Be or Not to Be, That's a Career Question.pdf
- Career KWHL Chart—To Be or Not to Be, That's a Career Question.docx
- Career KWHL Chart—To Be or Not to Be, That's a Career Question.pdf
- Essay Rubric Spanish—To Be or Not to Be, That's a Career Question.docx
- Essay Rubric—To Be or Not to Be, That's a Career Question.docx
- Essay Rubric—To Be or Not to Be, That's a Career Question.pdf
- Essay-Rubric Spanish—To Be or Not to Be, That's a Career Question.pdf
- Lesson Slides—To Be or Not to Be, That's a Career Question.pptx
- Rubric Anchor Chart Spanish—To Be or Not to Be, That's a Career Question.docx
- Rubric Anchor Chart Spanish—To Be or Not to Be, That's a Career Question.pdf
- Rubric Anchor Chart—To Be or Not to Be, That's a Career Question.docx
- Rubric Anchor Chart—To Be or Not to Be, That's a Career Question.pdf

Materials

- Lesson Slides (attached)
- Career KWHL and action plan organizer (attached, 1 per student)
- Career Interest Survey (attached, 1 per student)
- Pens/pencils
- Poster paper (1 per student)
- Paper (1 per group)
- Markers/crayons/colored pencils
- Sticky notes
- Internet
- Optional Essay Rubric (attached, 1 per student)
- Anchor Chart Rubric (attached, 1 per student)

20 minutes

Engage

Using the attached **Lesson Slides**, show **slide 2** and ask students, "What did you want to do when you were younger?" Allow some time for sharing.

Organize students into five groups to participate in a Time Scramble.

Show **slide 3**. Once students have organized themselves into groups, give them **5** minutes to write down on a group list any jobs they might have wanted as a child.

Show **slide 4**. Have groups rotate their papers clockwise to the neighboring group. Give them **4** minutes to read through the list and add any jobs that are on their group list but may not have been included on the neighboring group's list. If there is a job on the new list they had originally included on their list, have them place a tally mark next to the job(s).

Show **slide 5**. Have groups rotate their papers again, using the same process for **3** minutes.

Show **slide 6**. Have groups rotate papers again and repeat process of adding and tallying for **2** minutes.

Show **slide 7**. Have groups complete one last rotation and take **1** minute to review and add any missing jobs.

Show **slide 8**. Have groups rotate back. Make sure that each group has their original list. Give groups a little time to review their edited lists.

Show **slide 9**. Ask students the following questions:

- "What were the most common jobs on the lists?" Allow students time to respond.
- "What were some of the more unique jobs on the lists?" Allow students time to respond.
- "How do the jobs on the list differ from the careers you want now? Allow students time to respond.

Show **slides 10–12** to go over the essential question and learning objectives before moving on.

45 minutes

Explore

Teacher's Note

Explain to students that many people find jobs based on their personal interests and that there are many careers available that they may not have considered. Remind them that they may not know all available career options without researching them.

Show **slide 13**. Pass out the attached **Career Interest Survey - Step 1** handout to students. Give students time to complete the survey. Walk around the room as students work through it.

Once students have completed the survey, display **slide 14** and ask students to total their interests for each page. Their scores should tell them which "career cluster" is of greatest interest to them.

Show **slide 15**. Pass out the attached **Career Interest Survey - Step 2** handout to students. Have students identify their top three career clusters based on their Step 1 results and review the list of careers associated with each of the three career clusters. Ask students to highlight, underline, or star any careers in the clusters that they may be interested in pursuing.

Show **slide 16**. Ask students to discuss their results with an Elbow Partner. Once pairs have discussed their results, ask for student volunteers to share out their results. Ask them to use the following questions to discuss and to share their results:

- Did the results match with your interests?
- Do you want to explore your career clusters further?

120 minutes

Explain

Show **slide 17**. Explain to students that, regardless of the career they would like to have, they should have a plan to achieve it:

- Doctors require not only a bachelor's degree but also medical degree, residency, tests, and other certifications. The entire process is lengthy and can be costly.
- Truck drivers make good money and do not require a degree, but they do require driving school and a commercial driver's license (CDL). This license is separate from a normal driver's license and requires a more costly test than a normal license.

Remind students that whatever career they choose, they need a plan.

Teacher's Note

Some students may struggle with selecting a career. Explain that creating a plan does not mean that is what they have to be when they are older, but the skills they gain by creating a plan will help them when they have a better idea. For the time being, have students to select a career that they are currently interested in *the most*.

Pass out the attached **Career KWHL Chart** to each student. Explain the KWHL strategy to students. Show **slides 18–19**. At the top, have them fill out their chosen career.

In the K column, ask students to fill out what they know about their selected career.

In the W column, ask students to fill out what they need or want to know about their career.

In the H column, ask students to fill out how they will find that missing information. Could they learn more information about their career through research? Through career interviews? Through job shadowing?

Once students have completed those three columns, give them time to research their selected careers. Display **slide 20** to provide students a list of appropriate websites to use for research.

Teacher's Note: Research Resources

As students are doing their research online, some sites to suggest include the Zoom Into Your Career video playlist, the ICAP video playlist, CareerOneStop, U.S. Bureau of Labor Statistics, U.S. Bureau of Labor Statistics - Student's Desk, and UC-Santa Cruz Career Center. If students have access and time, consider encouraging them to visit their local library for research outside of class.

On the second page of their KWHL chart, have students complete the action plan to narrow down the information they need to locate as they research.

60 minutes

Extend

Optional Activity: Essay

If appropriate, consider having students write a narrative or informative essay addressing their chosen career and action plan. Students can refer to the attached **Optional Essay Rubric** as they write.

Show **slide 21**. Assign students to either create an Anchor Chart or to write an essay detailing the information they have researched about their chosen career. Pass out the attached **Anchor Chart Rubric**, which describes the requirements and expectations for this assignment.

The Career Anchor Charts should include the following:

- Selected career
- Brief explanation of the career
- Requirements for that career (e.g., CDL, hospital residency, board certifications)
- Chosen school and admission requirements
- Funding sources
- Relevant images

Optional Tech Integration

Consider having students create digital Anchor Charts that can be shared through your school's learning management system. Two options for creating digital Anchor Charts include Canva or Piktochart.

Optional Tech Integration

If students write the essay in Google Docs, show them how they can add-on citation generator help, such as EasyBib Bibliography Creator as they create their Works Cited page.

30 minutes

Evaluate

After students have completed their Anchor Charts, have students hang them up in a display around the room.

Show **slide 22.** Review instructions for a Gallery Walk. Ask them to view each Anchor Chart poster and provide thoughtful, constructive feedback on sticky notes.

Show **slide 23.** Once students have completed the Gallery Walk, have them make any revisions recommended by their classmates.

Show **slide 24.** Have students complete the L column of their KWHL Chart with what they have learned about their chosen career.

Students can turn in their KWHL Chart and action plan, their Anchor Charts, and their essays (if assigned) for evaluation.

Resources

- CareerOnestop.org. (n.d.). *Scan your local industries to find the strongest job markets.* https://www.careeronestop.org/ExploreCareers/Learn/research-industries.aspx
- Clipart Library. (n.d.). *Collection of career cliparts*. [Digital image]. http://clipart-library.com/careers-cliparts.html
- Grand Rapids Community College. (n.d.). *Your career starts here.* [Digital image]. https://subjectguides.grcc.edu/c.php?g=257560&p=1721102
- K20 Center. (n.d.). 16 Ways to Survey My Career. https://learn.k20center.ou.edu/student-resource/790
- K20 Center. (n.d.). Anchor Charts. Strategies. https://learn.k20center.ou.edu/strategy/58
- K20 Center. (n.d.). Canva. Tech Tools. https://learn.k20center.ou.edu/tech-tool/612
- K20 Center. (n.d.). Elbow Partners. Strategies. https://learn.k20center.ou.edu/strategy/116
- K20 Center. (n.d.). Gallery Walk/Carousel. Strategies. https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f505a54d
- K20 Center. (n.d.). KWHL Graphic Organizer. Strategies. https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f505dd47
- K20 Center. (n.d.). Piktochart. Tech Tools. https://learn.k20center.ou.edu/tech-tool/2394
- K20 Center. (n.d.). Time Scramble. https://learn.k20center.ou.edu/strategy/186
- K20 Center. (2021, February 8). *Zoom into Your Career*. [Video Playlist]. https://www.youtube.com/watch?v=raPkWwV_hPc&list=PL-aUhEQeaZXIhi-ivvrQTrrEAlWvFWisR
- UC Santa Cruz. (n.d.). *Research Online Databases*. https://careers.ucsc.edu/grad/resources/Researchonlinedatabases.html
- US Bureau of Labor Statistics. (2020, December 2). *Occupational Outlook Handbook.* https://www.bls.gov/ooh/
- US Bureau of Labor Statistics. (2020, May 14). *Student's Desk.* https://www.bls.gov/k12/students/
- Wikimedia. (2015). *Tally*. [Graphic image]. https://commons.wikimedia.org/wiki/File:NYW-Tally.png