

WHAT DOES YOUR FUTURE HOLD?



Introductory Level
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RECOMMENDED GRADE LEVELS	AVERAGE TIME TO COMPLETE	EACH LESSON PLAN IS DESIGNED AND CONTINUALLY EVALUATED "BY EDUCATORS, FOR EDUCATORS." THANK YOU TO THE FOLLOWING EDUCATORS FOR DEVELOPING COMPONENTS OF THIS LESSON PLAN.
7-9	Anticipatory Set & Facilitation: 80-105 minutes Conclusion/Assessment Options: varies	<ul style="list-style-type: none"> Take Charge Today National Master Educators

NATIONAL STANDARDS	LESSON PLAN OBJECTIVES
The curriculum is aligned to the following national standards: <ul style="list-style-type: none"> National Standards for Financial Literacy by CEE American Association of Family and Consumer Sciences National Standards in K-12 Personal Finance Ed Common Core English Language Arts 	Upon completion of this lesson, participants will be able to: <ul style="list-style-type: none"> Explore personal interests Research job characteristics

MATERIALS		
MATERIALS PROVIDED IN THIS LESSON PLAN	MATERIALS SPECIFIC TO THIS LESSON PLAN BUT AVAILABLE AS A SEPARATE DOWNLOAD	MATERIALS TO ACQUIRE SEPARATELY DEPENDING ON OPTIONS TAUGHT
<ul style="list-style-type: none"> Self-Portrait worksheet 1.3.2.A1 Career Exploration worksheet 1.3.2.A2 Career Exploration Rubric 1.3.2.B1 What Does Your Future Hold? Oral Presentation Rubric 1.3.2.B2 What Does Your Future Hold? Brochure Rubric 1.3.2.B3 What Does Your Future Hold? Summary Paper Rubric 1.3.2.B4 What Does Your Future Hold? Handout 1.3.2.E1 Project Options handout 1.3.2.E2 	<ul style="list-style-type: none"> What Does Your Future Hold? PowerPoint presentation 1.3.2.G1 Earning Unit Multiple Choice Test Bank and Answer Key 1.3.0.M1 & C1 	<ul style="list-style-type: none"> Chocolate candy bars Blank paper

RESOURCES
EXTERNAL RESOURCES
External resources referenced in this lesson plan: <ul style="list-style-type: none"> Bureau of Labor Statistics Career Exploration: https://www.bls.gov/k12/content/students/careers/career-exploration.htm Occupational Outlook Handbook: https://www.bls.gov/ooh/

TAKE CHARGE TODAY RESOURCES	
<p>Similar lesson plan at a different level:</p> <ul style="list-style-type: none"> Career Exploration Lesson Plan 2.3.2 	<p>Optional lesson plan resources:</p> <ul style="list-style-type: none"> Career Exploration Lesson Plan 2.3.2 Careers, Careers & More Careers Lesson Plan 1.3.6

LESSON FACILITATION		
PREPARE	INSTRUCT	CUSTOMIZE
<i>Visual indicators to help prepare the lesson</i>	<i>Instructions to conduct the lesson facilitation</i>	<i>Potential modifications to lesson facilitation</i>
ANTICIPATORY SET		
<p style="text-align: center;"><u>Jobs to make a candy bar</u></p> <p><u>Approximate time:</u> 10-15 minutes</p> <p><u>Materials to prepare:</u></p> <ul style="list-style-type: none"> 1 chocolate candy bar per participant <ol style="list-style-type: none"> Pass out a chocolate candy bar to each participant. <ol style="list-style-type: none"> Have participants make a list of all of the jobs that are necessary to produce the chocolate candy bar. <ol style="list-style-type: none"> Examples include a farmer, marketing agent, truck driver, and store clerk. Ask participants to share ideas with the class. Explain that there are many jobs, such as these, that are available for individuals. Today, participants are going to explore at least three different jobs to learn the various characteristics and requirements of each. 		<p>You may choose a different item to conduct this activity if you do not want to use a candy bar.</p>
RECOMMENDED FACILITATION		
<p><u>Approximate time:</u> 60-90 minutes</p> <p><u>Materials to prepare:</u></p> <ul style="list-style-type: none"> <i>What Does Your Future Hold?</i> PowerPoint presentation 1.3.2.G1 1 <i>Self-Portrait</i> worksheet 1.3.2.A1 per participant <i>What Does Your Future Hold?</i> handout 1.3.2.E1 per participant <i>Career Exploration</i> worksheet 1.3.2.A2 per participant <i>Career Exploration Rubric</i> 1.3.2.B1 <i>Project Options</i> handout 1.3.2.E2 <p>Part 1: Explore Interests</p> <p>Present <i>What Does Your Future Hold?</i> PowerPoint presentation 1.3.2.G1.</p> <ol style="list-style-type: none"> Slide 1: What Does Your Future Hold? Slide 2: Meet Molly <ol style="list-style-type: none"> High school graduates have many opportunities such as to attend a technical institute, four-year college and/or enter the workforce. Slide 3: Life After High School <ol style="list-style-type: none"> In order to reach future success, an individual must plan for their future at an early age. Ask participants if they know what they would like to do once they graduate from high school. Slide 4: What are Your Interests? 		

- a. Pass out *Self-Portrait* worksheet 1.3.2.A1 to each participant.
 - i. Read the directions at the top of the page and allow time for participants to complete the worksheet.
 - b. Ask participants how they can start to prepare for their future before they graduate by using their interests from the *Self Portrait* worksheet 1.3.2.A1.
 - i. Examples: extra-curricular activities, members of school organizations, leisure time, hobbies, part-time jobs, and taking elective classes focused on interests.
5. Slide 5: Leaving the Ground
- a. The Bureau of Labor Statistics website for young people provides introductory career information based on students' interests. This information provided is general; more precise information can be found at the Bureau's *Occupational Outlook Handbook* (URL at the top of this lesson).
6. Slide 6: Choose an Interest
- a. After selecting an interest, the dropdown shows several jobs that they may be interested in.
7. Slide 7: Pick a Career
- a. These careers are categorized according to interests and hobbies common among students.
8. Slide 8: Explore the Details
- a. After identifying interests and top career choices, it is important to learn more about the career's characteristics and requirements.
9. Slide 9: Examine the Facts
- a. Ask participants why it might be important to look closely at the details of a career.
 - i. A career may have hidden or surprising features, such as added stress, education required, long work hours, and low pay that may cause a person to change their mind and reevaluate another career option.
10. Slide 10: Record the Findings
- a. It is important to compare the pros and cons of many careers to make a choice that is beneficial for the future.
11. Slide 11: Career Exploration Assignment
- a. Overview of the Career Exploration project.

Part 2: Student Research

12. Pass out the following: *What Does Your Future Hold?* handout 1.3.2.E1, *Career Exploration* worksheet 1.3.2.A2, *Career Exploration Rubric* 1.3.2.B1, and *Project Options* handout 1.3.2.E2 to each participant.
- a. Read the overview and directions on *What Does Your Future Hold?* handout 1.3.2.E1.
 - b. Refer to the *Career Exploration* worksheet 1.3.2.A2 and the *Career Exploration Rubric* 1.3.2.B1 and remind participants to summarize information from the website and the interview instead of copying information word for word.
 - c. Refer to the *Project Options* handout 1.3.2.E2 and read the description of the three project options.

<ul style="list-style-type: none"> i. Once participants have completed the <i>Career Exploration</i> worksheet 1.3.2.A2 they will choose one of the three project options and receive the corresponding grading rubric. ii. Ask participants if they have any questions. <p>13. Assign participants to meet with a working individual of their choice for a personal interview. They must have the interview section on the <i>Career Exploration</i> worksheet 1.3.2.A2 completed before the next class.</p> <ul style="list-style-type: none"> a. Participants must make arrangements with the instructor if they need more time to set up and complete an interview. 	
CONCLUSION	
<p style="text-align: center;"><u>Research Facts</u></p> <p><u>Approximate time:</u> 10-15 minutes</p> <p><u>Materials to prepare:</u></p> <ul style="list-style-type: none"> ▪ None <p>1. Working in pairs, have participants identify two facts they found interesting after conducting their career research. Have each pair write their facts on the board and as a large group, discuss what the participants found.</p>	
ASSESSMENT	
<p style="text-align: center;"><u>Career Exploration Project</u></p> <p><u>Approximate time:</u> varies</p> <p><u>Materials to prepare:</u></p> <ul style="list-style-type: none"> ▪ 1 rubric per participant depending on project chosen <ul style="list-style-type: none"> ○ <i>What Does Your Future Hold? Oral Presentation Rubric 1.3.2.B2</i> ○ <i>What Does Your Future Hold? Brochure Rubric 1.3.2.B3</i> ○ <i>What Does Your Future Hold? Summary Paper Rubric 1.3.2.B4</i> <p>1. Have participants complete one of the following projects:</p> <ul style="list-style-type: none"> a. Oral presentation b. Brochure c. Summary paper 	



Self Portrait

	Total Points Earned
15	Total Points Possible
	Percentage



Name _____

Date _____

Class _____

Directions: Choose three personal interests from the following list, and then draw a self-portrait for each interest in the boxes below. Each self-portrait should creatively demonstrate the interest through an activity or event that you are interested in or enjoy. Label the top of each box with the name of the interest and write a short description explaining the self-portrait. Each self-portrait is worth 5 points.

- | | | | | |
|--------------------------|------------------------|---------------------|----------------|----------------|
| Building & Fixing Things | Healthcare | Managing Your Money | Reading | Sports |
| Computers | Helping Your Community | Math | Science | Teaching |
| Food | Law | Music & Art | Social Studies | Transportation |

Interest:

Description: _____

Interest:

Description: _____

Interest:

Description: _____

What Does Your Future Hold?

	Total Points Earned
50	Total Points Possible
	Percentage



Name _____

Date _____

Class _____

Overview:

Identifying personal interests at an early age is important when choosing a future career. In this lesson, students will research three different careers to create a plan for future success. Information on two of the careers will be found on the Bureau of Labor Statistics Career Exploration website for young people at <https://www.bls.gov/k12/content/students/careers/career-exploration.htm> and one career will be through a personal interview. The personal interview must be completed in person and the individual must be currently working in that career. The compiled information about each career should be recorded on the *Career Exploration* worksheet 1.3.2.A2. After the research is complete, choose one of the three careers for a final project. The project options are to give an oral presentation, create a brochure, or write a summary paper based on the computer research or personal interview.

Directions:

1. Visit <https://www.bls.gov/k12/content/students/careers/career-exploration.htm>
2. Click on a link that displays an area of interest.
3. Click on a link that displays a career of interest.
4. Click on the links at the top of the page for a description of the job duties, work environment, training requirements, earning levels, and future employment prospects for this career.
5. Record information about this career on the *Career Exploration* worksheet 1.3.2.A2.
6. Repeat steps 2-5 to research a second career.
7. Choose one additional career and interview an adult who works in that field.
8. Read the project options below and choose one option to complete. A detailed description of each option is on the *Project Options* handout 1.3.2.E2.
9. Projects will be graded according to its corresponding grading rubric.

Project Options:

1. Oral Presentation
2. Brochure
3. Summary Paper

Career Exploration

Name: _____

Date: _____

	Job Duties	Work Environment	Training Requirements	Earning Levels	Job Outlook
Career 1:					
Career 2:					
<u>Personal Interview</u> Career 3:					
Person Interviewed:					

Career Exploration Rubric

Name: _____

Date: _____

	4	3	2	1	Score
Job Duties	The job duties and responsibilities are clearly, thoroughly, and accurately recorded.	Information was accurate but many details of the job duties and responsibilities were not included.	Information was a vague description of the job duties and responsibilities.	The job duties and responsibilities were not described and could not easily be understood.	
Work Environment	Included the expected hours per week, work atmosphere, vacation time, etc. of the working conditions.	Information was accurate but many important details of the working conditions were not included.	Information was a vague description of the working conditions.	The working conditions were not described and could not easily be understood.	
Training Requirements	Described the education, work experience, leisure activities, and personal skills required.	Information was accurate but many training requirements were not included.	Information was a vague description of the training requirements.	The training requirements were not described and could not easily be understood.	
Earning Levels	Recorded the average yearly income or the wage rate for the career being researched.	Recorded the average yearly income or wage rate for a related career.	Recorded the average yearly income or wage rate for an unrelated career.	Did not record the average yearly income or the wage rate for any career.	
Job Outlook	Gave the estimated number of future jobs available for the career being researched.	Gave the estimated number of future jobs available for a related career.	Gave the estimated number of future jobs available for an unrelated career.	Did not record the estimated number of future jobs available for any career.	
Total Points Earned					
Total Points Available					20
Percentage					

Project Options

	ORAL PRESENTATION	BROCHURE	SUMMARY PAPER
REQUIREMENTS	<ul style="list-style-type: none"> ▪ 2-4 minutes in length ▪ Use one tool such as a poster, flipchart, whiteboard/chalkboard, PowerPoint, etc. to provide a visual aid during the presentation 	<ul style="list-style-type: none"> ▪ Tri-fold brochure on 8 ½ x 11 inch paper ▪ Use a template in Publisher or create a new brochure ▪ Use graphics, color, and font sizes to make the brochure attractive and interesting to read 	<ul style="list-style-type: none"> ▪ 1-2 pages in length ▪ Use proper grammar and complete sentences ▪ Include the name of student(s) at the top of the paper
FORMAT	<ul style="list-style-type: none"> ▪ Introduction <ul style="list-style-type: none"> ○ Title of presentation, name of student(s), career researched, where information was found, quick overview of presentation, and an attention grabber (a quote, story, or question that gains the audience’s attention to the presentation topic) ▪ Body <ul style="list-style-type: none"> ○ Information pertaining to the chosen career divided into five content sections: <ul style="list-style-type: none"> ▪ Job duties ▪ Work conditions ▪ Training requirements ▪ Earning levels ▪ Employment prospects ▪ Conclusion <ul style="list-style-type: none"> ▪ Brief summary of presentation 	<ul style="list-style-type: none"> ▪ Title Panel <ul style="list-style-type: none"> ○ Title of brochure, name of student(s), career researched ▪ Middle Panels <ul style="list-style-type: none"> ○ Information pertaining to the chosen career divided into five content sections: <ul style="list-style-type: none"> ▪ Job duties ▪ Work conditions ▪ Training requirements ▪ Earning levels ▪ Employment prospects ▪ Back Panel <ul style="list-style-type: none"> ○ Site where information was found: <ul style="list-style-type: none"> ▪ Name of the web site and address OR ▪ Name of the person interviewed, their job title, where they work, and their contact information 	<ul style="list-style-type: none"> ▪ Introduction <ul style="list-style-type: none"> ○ Name of career researched and where the information was found (website name OR the name of person interviewed, their job title, and where they work) ▪ Body <ul style="list-style-type: none"> ○ Information pertaining to the chosen career divided into five content sections: <ul style="list-style-type: none"> ▪ Job duties ▪ Work conditions ▪ Training requirements ▪ Earning levels ▪ Employment prospects ▪ Conclusion <ul style="list-style-type: none"> ○ Brief summary of career information
STEPS TO COMPLETE	<ol style="list-style-type: none"> 1. Refer to the <i>Career Exploration</i> worksheet 1.3.2.A2 for information on the chosen career 2. Write the introduction 3. Outline the body of the presentation 4. Write the conclusion 5. Practice the presentation 6. Make changes and improvements 7. Give the presentation in front of the class 	<ol style="list-style-type: none"> 1. Refer to the <i>Career Exploration</i> worksheet 1.3.2.A2 for information on the chosen career 2. Create the Title Panel 3. Create the Middle Panels 4. Create the Back Panel 5. Select graphics, color, and font sizes 6. Check spelling/grammar and make changes 7. Print the brochure in color 	<ol style="list-style-type: none"> 1. Refer to the <i>Career Exploration</i> worksheet 2.1.3.A2 for information on the chosen career 2. Outline of the main points of the paper 3. Write the introduction 4. Write the body 5. Write the conclusion 6. Check spelling/grammar and make changes 7. Print the summary paper

What Does Your Future Hold?

Oral Presentation Rubric

Name: _____

Date: _____

	Exemplary	Satisfactory	Unsatisfactory	No Performance	Score
Information <ul style="list-style-type: none"> The career information included all five content sections and was complete, accurate and clearly portrayed. 	9-7	6-4	3-1	0	
Speaking Skills <ul style="list-style-type: none"> Spoke clearly and distinctly. No mispronounced words. Used appropriate grammar. 	9-7	6-4	3-1	0	
Visual Aids <ul style="list-style-type: none"> Students used one (or more) visual aids in an appropriate manner throughout the presentation. 	6-5	4-3	2-1	0	
Time <ul style="list-style-type: none"> Presentation was 3-5 minutes in length. 	3	2	1	0	
Total Points Earned					
Total Points Available					27
Percentage					

What Does Your Future Hold?

Brochure Rubric

Name: _____

Date: _____

	Exemplary	Satisfactory	Unsatisfactory	No Performance	Score
Information <ul style="list-style-type: none"> ▪ The middle panels included all five content sections and the career information was accurate, clearly, and concisely stated. 	9-7	6-4	3-1	0	
Title and Back Panels <ul style="list-style-type: none"> ▪ The title panel included brochure title, name of student(s), and career researched. ▪ The back panel clearly stated where information was found. 	6-5	4-3	2-1	0	
Visuals and Graphics <ul style="list-style-type: none"> ▪ Graphics went well with the text and there was a good balance of text and graphics. 	6-5	4-3	2-1	0	
Grammar and Spelling <ul style="list-style-type: none"> ▪ Used appropriate grammar and words were spelled correctly. 	6-5	4-3	2-1	0	
Total Points Earned					
Total Points Available					27
Percentage					

What Does Your Future Hold?

Summary Paper Rubric

Name: _____

Date: _____

	Exemplary	Satisfactory	Unsatisfactory	No Performance	Score
Information <ul style="list-style-type: none"> The career information included all five content sections (see <i>Career Exploration Rubric 1.3.2.B1</i>) 	9-7	6-4	3-1	0	
Writing Skills <ul style="list-style-type: none"> The paper included an introduction, body and conclusion The paper was written accurately, clearly and concisely 	9-7	6-4	3-1	0	
Grammar and Spelling <ul style="list-style-type: none"> Appropriate grammar and correctly spelled words were included 	6-5	4-3	2-1	0	
Length of Paper <ul style="list-style-type: none"> The paper was 2-3 pages in length. 	3	2	1	0	
Total Points Earned					
Total Points Available					27
Percentage					