Instructional Design-Career Development

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**Rationale**

**The Problem:** The role of the school counselor is to create a safe environment for the student by helping to overcome obstacles or to show the choices that the student could have. A lot of times you hear students say “what will I do with this information outside of school?” As a school counselor we try to connect the career standards to the classroom. For example, “Standard A students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions (ASCA, 2004).” The student will learn through their education the importance of planning and cooperating within a group (ASCA, 2004). My goal for this curriculum design is to help a student to be able to locate, evaluate, and interpret career information along with knowing the variety of different career choices (ASCA, 2004). For career development, the school counselor’s role is to create a foundation of paths in which a student could take to become a working adult after high school.

**Needs of the Learner:** The needs of the learner will be met in several ways with this curriculum design. The learner will be prepared with a balance of work/relax time, make decisions, set goals and develop an area of interest that will carry on into high school (ASCA, 2004).

**Needs of Society:** The needs of the society will be met by the social interactions that the student will make when researching their specific topic. The student will be researching what it takes to pursue a career in a certain field. They will learn how to obtain their goals after they graduate from high school.

**Value of the Subject Matter:** This subject matter will be taught to 8th grade students at the beginning of the year and will be touched upon throughout the school year. The importance of teaching this subject to the students at this age is to prepare them for their path through high school. Schools have vocational, college ready courses, and military interactions in the high school. The student will have a basic understanding of his/her interests and have the tools to pursue them when in the high school level. When the student graduates he/she should have a good foundation as to what will be continued after high school (i.e. college, enter the work force, join the military).

**Education Goals:** This course is designed to develop a student as a whole in the area of career development. The course will provide the student with information on several different career options (traditional vs. nontraditional). The purpose of this course the student is to interact with people of the career path(s) they are interested in, their fellow students, and their teacher/school counselor. The course will provide the student a foundation to build on when he/she enters into the high school. In the high school, the student will be taking courses, vocational classes, or create military contacts to help them advance after graduating.

**Unit Outcomes**

**Pre-Assessment:**

-Students will complete a career assessment proctored by the school counselor (knowledge).

-Students will complete a career assessment and given the results.

**Lesson One:**

-Students will identify the three types of career paths after a presentation by the school counselor (knowledge).

-Students will choose three careers from their assessment/interests (knowledge).

**Lesson two:**

-Students will compare/contrast information of their three careers of interest (comprehension)

- Students will choose one type of career path (Ex. College, vocational, military) and get approval by the teacher/school counselor (application).

**Lesson Three:**

-Students will organize with group members from the same career path (vocational, military, college) their individual career choices (analyze)

-Students will construct at least six interview questions about a career with their classmates and get approval by the teacher/school counselor (synthesis).

-Students will interview at least one professionals in this career (ex. Nurse, army, welder) (analyze).

**Lesson four:**

-Students will research and have at least three resources about education need/skills need/responsibilities to obtain/work in their career choice (analyze).

-Students will create a final report of the classes need to complete in high school to graduate and help them advance in their career choice (synthesis

**Post Assessment**

-Students will create a poster/visual presentation/creative work summarizing their interview and research on the education/skills/responsibilities need to obtain/work in their career choice (synthesis).

**Pre-Assessment**

This pre-assessment is to gage how much the students know about what careers can be obtained through what education program. The students are given a paper with the career options on one side of the chart and educational options on the other side. The students are asked to put an X or a check mark next to the educational path they believe will get them the job of (carpenter, doctor, etc.).They are asked to fill out the chart to the best of their ability.

|  |  |  |  |
| --- | --- | --- | --- |
| **Career Options** | **College** | **Military** | **Vocational** |
| **Carpenter** |  | X | X |
| **Doctor** | X |  |  |
| **Calvary Scout** |  | X |  |
| **Infantry Officer** |  | X |  |
| **Registered Nurse** | X |  |  |
| **Veterinary Assistant** | X |  | X |
| **Electronics Repairman** | X | X | X |
| **Beautician** |  |  | X |
| **Teacher** | X |  |  |
| **Engineer** | X |  |  |
| **Police Officer\*** | x | x | x |
| **Software Developer** | X |  | X |
| **Speech Language Pathologist** | X |  |  |
| **Accountant** | X |  |  |

\*Police Officers, depending on the location, may need college credit, only go through police academy, or become a military police officer through special training.

 An additional Pre-assessment that will be available for the students to take is the http://checkoutacollege.com/ExploreCareers/InterestSurvey.aspx. The website will ask varying questions on what describes him/her, what classes they like, and what they like in general. The assessment will then give suggestions of career paths based on the likes and dislikes of the individual student. This is a great starting point for students to assess what they think they would like to do in the future.

 For those that are interested in the military there are practice tests they can take to determine if the military would be an appropriate fit for them. The website theses student will use is called: http://www.military.com/join-armed-forces/asvab.

**Lesson Plans**

Lesson Plan #1: Introduction to Careers (45 minute class)

Lesson Outcomes:

* Students will identify careers that are in high demand.
* Students will identify the three career path that are available after completing high school.
* Students will choose three careers that they are interested in to investigate in further classroom activities.

Materials needed:

* White board
* Markers

Procedures:

* After the pre-assessment the school counselor will ask the students to think of some career options that seem to be interesting to them.
* The school counselor will write the three categories of career paths on the board (college, vocational, military).
* The students will take turns writing their choices in the correct category that is listed on the board.
* After the students have exhausted all career choices (or when 20 minutes have expired) the school counselor will go over each career path and see if the students correctly identified the careers in the career paths.
* If there are some careers that can be in more than one category or a career is placed in the wrong category, the school counselor will add or erase the careers.

Lesson Plan #2: How to investigate career choices. (45 minute class)

Lesson Outcomes:

* Students will collect data on the three career choices they had picked in the previous class lesson.
* Students will use various websites (educationplanner.org, bls.gov) to investigate the career choices.
* Students will decided based on their findings what careers they wish to explore and write about in their final projects.

Materials needed:

* Computer labs
* Career investigation papers
* Pens/pencil

Procedure:

* Students will be given three career choices worksheet at the beginning of class.
* Students will log onto computers and use the approved sites to research the three careers they have chosen.
* Students will write down as much information to answer the questions on the sheet.
* Students will then hand in their worksheets at the end of the class with a star on the career they chose to do in their project.

Career Choices Worksheet

1. The career I am exploring
2. How much does this career make annually?
3. What is the expected growth of this career?
4. What is the work environment like?
5. What are you expected to do in this job?
6. Advantages of choosing this career path:
7. Disadvantages of choosing this career path:

Lesson Plan #3: Professional interview (45 minute class)

Lesson Plan:

* Students will explore what it takes to get a career in the field they wish to study
* Students will understand how to conduct an interview with a professional in their field of interest.
* Students will learn communication skills when conducting an interview.

Materials Needed:

* Paper

Lesson Procedures:

* The students will pair off into groups based on what their career paths are (college, vocational, military)
* They will be instruction on how to interview a professional.
* They will work as a group to come up with questions they would like to ask their interviewee about the careers they are in.
* The groups will then practice the questions they had written with another group of students.
* Students will be asked if they have a professional to interview. If some do not the teacher/school counselor will assign a professional to the student.
* The students will have a week from the day of the class lesson to interview a professional.

Lesson Plan #4: How will I achieve my career goals? (45 minute class)

Lesson Outcomes:

* Students will collect information on what classes they will need to take in high school to be viable for their career choice
* Students will create a mock high school plan of the class they will need to graduate and classes that would benefit them when applying to the job/college.
* Students will add this information to their final project.

Materials needed:

* Course handbook of the high school
* Course worksheet

Lesson Procedures:

* The school counselor will present to the students the classes that are required to graduate in their state.
* The students will have a complete handbook each of all the classes offered in the high school.
* The student will then fill out the rest of the graduation chart based on classes of interest or classes to meet requirements for their field of study.

**Graduation Curriculum Requirements for the state of Ohio 2014-2017**

* Students are expected to complete 4 units in English/Language Arts.
* Students are expected to complete ½ unit in Health.
* Students are expected to complete 4 units of Mathematics (which has to include 1unit of Algebra II)
* Students are expected to complete ½ unit in Physical Education
* Students are expected to complete 3 units of Science (which has to have 1 unit of physical science, 1 unit of life science, and 1 unit of an advanced science/additional physical science/additional life science)
* Students are expected to complete 3 units of Social Studies (which has to ½ a unit in American History and ½ a unit of American Government)
* Students are expected to complete 5 units of electives (which must be foreign language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education or English language arts, mathematics, science or social studies courses not otherwise required (Graduation Requirements 2014-2017)
* Additionally, students must complete at least 1 unit in a fine art (unless the student is in vocational school) and have some kind of instruction in economic/finances.

Student Curriculum Requirement to graduate

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Course | 1 Unit | 2 Unit | 3 Unit | 4 Unit |
| Electives |  |  |  |  |
| English | English 9 | English 10 | English 11 | English 12 |
| Math | Math 1 | Math 2 | Math 3 | Math 4 |
| Social Studies | American History/American government | Social studies course | Social studies course |
| Science | Physical Science | Life Science | Advanced Science/LifeScience/Physical Science |
| Fine arts | Fine art (elective #1) |
| Health/Physical Education | Health/Physical Education |

Students will receive at worksheet similar to this and will have the required classes filled in. They will then have to fill in the elective courses/courses they can choose for themselves.

**Post Assessment**

Students are asked again to fill out the Career Options Chart to assess if learning occurred. The students are asked to check mark or X the correct educational path to obtain the career (carpenter, doctor, Calvary scout). The results of this assessment will be discussed with the students, collected by the school counselor, and recorded for future educational purposes.

|  |  |  |  |
| --- | --- | --- | --- |
| **Career Options** | **College** | **Military** | **Vocational** |
| **Carpenter** |  | X | X |
| **Doctor** | X |  |  |
| **Calvary Scout** |  | X |  |
| **Infantry Officer** |  | X |  |
| **Registered Nurse** | X |  |  |
| **Veterinary Assistant** | X |  | X |
| **Electronics Repairman** | X | X | X |
| **Beautician** |  |  | X |
| **Teacher** | X |  |  |
| **Engineer** | X |  |  |
| **Police Officer\*** | x | x | x |
| **Software Developer** | X |  | X |
| **Speech Language Pathologist** | X |  |  |
| **Accountant** | X |  |  |

 Along with post-assessment students will complete a project with their classmates of one career that they have chosen and researched. The students will have to present to the English teacher, English class, and school counselor what career path they wish to go down and how they will achieve the career. They will just need to present on the papers that they have completed throughout the lessons. These papers will be combined with their scores from the career assessment into a portfolio for them to add onto or change in high school.

**Resources**

American School Counselor Association (2004). *ASCA National Standards for*

*Students.* Alexandria, VA: Author.

Graduation Requirements 2014-2017. (2014, August 27). Retrieved March 23,

2015, from <http://education.ohio.gov/Topics/What-s-Happening-with->

Ohio-s-Graduation-Requiremen/Graduation-Requirements-2014-2017