What Do I Want to Do When I Graduate?

Content Area: English   *Grade Level: 11-12*

Lesson Summary:

Students will explore careers of interest and create a visual representation of a career.

Objectives:

- Analyze interests and strengths
- Research multiple careers of interest
- Summarize findings in a clear, concise manner
- Reflect on career choice

Content Standards:

CCSS.ELA-LITERACY.RI.11-12.7
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-LITERACY.W.11-12.2
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.11-12.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Duration: 2-3 class periods

Materials Needed:

Computer access
Taking a Stand activity directions
Handout or digital copy of Occupational Research Survey
Occupational Outlook Handbook: https://www.bls.gov/ooh/
Career Cruising: https://public.careercruising.com/en/
Infographic creator: https://piktochart.com/
                                    https://infogram.com/
                                    https://www.easel.ly/

Technology Integration:

The students will be using career cruising platform to evaluate their interests and strengths. The students will use the OOH for research. They will then create a visual representation of the career they have selected in the form of an infographic.

Instructional Procedures:

1. Students will complete a whole class activity by Taking a Stand. (Check out the link in the blog post)
2. Using the interest surveys and career searching tools on Career Cruising, the students will look possible careers that match their interests.
3. Once they have three careers, they will use the resources provided in Career Cruising to research them. They will complete an Occupational Research Survey document.
4. After completing the Survey Document, the students will choose one of the careers for further research.
5. The students will use the Occupational Outlook Handbook to start digging deeper. They can use other resources that fit with the selected career.
6. The students will then create an infographic about the career.

Evaluation:

The students will be graded on content, neatness and completeness of the infographic. The infographic will need to include the career choice, definition of the career, the pay, the education needed, the job outlook, duties, work environment, work schedule and associations or organizations. They also need to write what interests them about the career and why they selected it.

Taking a Stand
(also known as: Human Barometer or line of continuum)

This is adapted from working with controversial issues to be an introspective look at what students want in the future.

Have lines on the floor for strongly agree, agree, baseline, disagree, strongly disagree. The students will stand on the baseline and then have to move to one of the other lines based on the view they have. Have students volunteer to give explanations.

Statements to ask:

Making money is more important than job satisfaction.
Going to work happy is important.
I need to go to college to get a good job.
I don't think school will help me with a job.
To be happy I need to have a good profession.
Job satisfaction comes from hard work.
It is important to balance work time and personal time.

Goalbook. (n.d.). Line of Continuum. Retrieved July 30, 2019, from
https://goalbookapp.com/toolkit/v/strategy/student-barometer

Reflection:

For years, I have been working with students to help find a goal for after graduation. I have used the Occupational Outlook Handbook to have the students complete a premade document that shows all of the information they have found. This is has not been very effective in the past. The students tend to copy and paste the information to get the work done. They don't transform or absorb what the careers entail. I had the content, but not a successful pedagogy.

So in redesigning this lesson, I kept the TPACK framework in mind. "In the TPACK framework, understanding arises from multiple interactions among content, pedagogical, and technological knowledge."(Mishra & Koehler 2008) I wanted the lesson to be engaging but also allows students to tailor it to what they need.

I decided to adapt the "Take a Stand" activity to provoke introspection into what students want in a career. This activity will help the students when they begin independently answering the questions asked in Career Cruising. Career Cruising is a web based service provided by our local intermediate school district. It allows students to take interest surveys and aptitude tests; then use the results in career selection. It contains a database of possible careers and the requirements necessary to obtain them.

The premade document was shortened to a few basic questions on each career. Initially, I was going to eliminate the document entirely, but realized that it does give me some insight into my students' interests to help guide discussions and adjust my teaching towards their needs.

So to keep from just using technology for research and reporting in a traditional manner, I looked at the outcome I wanted to have and selected the infographic as a way to transform the information using a digital technology in a meaningful way. The students not only have to read the information, but have to select the information that would best illustrate the career choice they made in a visual representation and transforming what they are learning by making it their own.

This lesson is part of a class, English in Today's World, that I teach. The course looks at fundamental things students need to know when they graduate. This lesson is part of the "getting a job" unit where we work on creating networks, writing resumes and cover letters and interviewing skills. Even though it does not seem to fit directly with the content of traditional classes, it is connected to English skills needed in real life.

Koehler, M.J., & Mishra, P. (2008). Introducing TPCK. In AACTE Committee on Innovation and Technology (Eds.) Handbook of technological pedagogical content knowledge (TPCK) for educators (pp. 3-30) New York: Routledge Taylor & Francis Group. Retrieved from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.605.9082&rep=rep1&type=pdf