Lesson 2.1: Planning For Your Career

Standards and Benchmarks

See page 4.

Lesson Description

In this lesson, students examine their career interests through a self-assessment. They then use their results to determine potential career options that align with their interests and preferred job zone or career path. To obtain an answer key for the assessment in this lesson, create an account on FederalReserveEducation.org.

Concepts

Careers
Interests
Job Zone

Objectives

Students will be able to:

- discover their RIASEC score.
- identify two initial career choices.

Compelling Question

Why is identifying potential careers important?

Time Required

45 minutes

Materials

- Handout 2.1.1: Interest Profiler Notes, one for each student
- Handout 2.1.2: Career Choice, one for each student
- Internet access

= Portfolio Item

Procedure

1. Ask students about their dream jobs. Ask students the following questions to spur on their thinking:
    a. What do you love to learn and do? (*Answers will vary.*)
    b. What skills do you want to improve or develop? (*Answers will vary.*)

    c. What are you good at and proud of? (*Answers will vary.*)

2. What matters to you? (*Answers will vary.*) Have the students brainstorm a list of criteria that they think is important to consider when choosing a career.

   NOTE**:** You can write the responses on chart paper and save for use in Keys Lesson 2.5.

3. Discuss the following:
    a. How many of you plan to continue your education after high school? (*Answers will vary.*)
    b. Does this post–high school education have to be college? (*No.*)
    c. What other kinds of training are available? (*Answers will vary but may include vocational school, apprenticeships, certificate programs, and on-the-job training.*)
    d. Why are you continuing your education? (*Students may say that they want to acquire a higher income and/or obtain more skills and knowledge.*)
    e. How many of you are willing to make a trade-off between higher job satisfaction and higher income? (*Answers will vary.*)
    f. What are some possible opportunity costs involved with making the tradeoffs involved in that decision? (*Answers will vary but may include longer hours, higher stress, less family time, and safety issues.*)

4. To demonstrate what the students will be doing in the lesson, navigate to https://onetinterestprofiler.org/ and display the screen. Explain to the students that they will be completing a questionnaire that will help them to discover potential career options.

   NOTE**:** The following questionnaire activity can be completed offline. It can be downloaded from the following site: https://www.onetcenter.org/dl_tools/ipsf/Interest_Profiler.pdf.

5. Tell students to think about what they would like to do in their future jobs. Click "Get Started" and review the instructions for the O*NET Interest Profiler.
    a. Read each one carefully and try to picture yourself doing that activity.
    b. Decide how much you'd like to do the activity and click on the answer.
    c. Do not think about the amount of education needed or how much money you'll make.

6. Distribute Handout 2.1.1: Interest Profiler. Have students navigate https://onetinterestprofiler.org/ on their own. Instruct them to complete the 30- question interest profiler and write down their highest 3 characteristics as determined by the site.

7. Once all students have completed the questionnaire, explain that different jobs require different amounts of preparation. **Job zones** are groups of occupations that need the same level of experience, education, and training.

8. Tell students to select the job zones they would be interested in pursuing.

9. Once selected, allow students some time to click through some of the careers that match their interests and desired job zones.

   NOTE: Interest and job zones for the offline version of this activity can be downloaded at the following site: https://www.onetcenter.org/dl_tools/ipsf/IP_Career_Listings.pdf.

10. Instruct students to fill out the rest of Handout 2.1.1.

11. Discuss the following:
    a. What else do you think you should know about yourself before choosing a career? (*Answers will vary. Potential answers may include skills, knowledge, and work style.*)
    b. What other factors are important in choosing a career? (*Answers will vary. Potential answers may include salary, job growth, or location*.)

Closure

12. Review the important points of the lesson by asking students:
    a. What did you learn about yourself from the interest profiler? (*Answers will vary but hopefully students will acknowledge that the interest profiler identified traits about themselves that they hadn't already known.*)
    b. Why is it important to understand your own interests when considering future careers? (*It helps to know yourself as well as your strengths, weaknesses, talents, skills, and knowledge when you begin to look at careers that can bring you success in the future. Hopefully, the careers you choose to pursue will take advantage of your personal traits.*)

Assessment

13. Distribute Handout 2.1.2: Career Choice. Students should identify two occupations that they will use throughout the course. Based on the information they have collected in the handout, instruct the students to write an essay explaining why these two possible occupations are the best for them to investigate further. (*See Answer Key 2.1 for detailed grading guidance*).

    NOTE: After you grade this assessment, return it to the students and you can ask them to keep the handout and the essay in their portfolios.

Related Resources for Further Career Exploration
Career Clusters, Federal Reserve Education
Career Outlook, Bureau of Labor Statistics
Career Planning Activities, Pathways to the Future (West Virginia Division of Rehabilitation Services)
Delaware Career Compass, Delaware Department of Labor

Standards and Benchmarks

National Standards for Personal Financial Education

Standard 1: Earning Income

Most people earn wage and salary income in return for working, and they can also earn income from interest, dividends, rents, entrepreneurship, business profits, or increases in the value of investments. Employee compensation may also include access to employee benefits such as retirement plans and health insurance. Employers generally pay higher wages and salaries to more educated, skilled, and productive workers. The decision to invest in additional education or training can be made by weighing the benefit of increased income-earning and career potential against the opportunity costs in the form of time, effort, and money. Spendable income is lower than gross income due to taxes assessed on income by federal, state, and local governments.

Benchmarks: Grade 12

3. People vary in their opportunity and willingness to incur the present costs of additional training and education in exchange for future benefits, such as earning potential.

Handout 2.1.1: Interest Profiler

(Adapted from O*Net Interest Profiler Score Report and Career Worksheet)

RIASEC Interests

1. ____

2. ____

3. ____

Job Zone

____

Possible Careers to Explore Further

1. ____

2. ____

3. ____

4. ____

5. ____

6. ____

Handout 2.1.2: Career Choice

Which two careers are you most likely to consider in the future? Why are these the best for you?