

#### 4. Career Exploration (4 hours)

<b>Purpose/Abstract:</b> To introduce students to the different career families			
<b>NCCCS Adult Education Standards:</b> R.3.2.1, W.1.2.1, S.1.1.1,M.1.1.3			
<b>Learning Objective:</b> <i>By the end of the session, students will be able to:</i> <ul style="list-style-type: none"> <li>● Use appropriate tools to explore a career cluster of interest</li> <li>● Critique the soft skill scenario demonstration of a partner</li> <li>● Identify place value with money (dollars and cents)</li> </ul>			
<b>Soft Skills</b>	communication enthusiasm & attitude teamwork networking problem solving & critical thinking professionalism	<b>Resources</b>	<a href="#">Skills to Pay the Bills</a> (STPTB) (for instructor reference to define each soft skills category) <a href="#">O*NET Interest Profiler at My Next Move Career Clusters Guide 2018</a> (For the group activity)  <b>Handouts:</b> <ul style="list-style-type: none"> <li>● <a href="#">Money and Place Value Worksheet (Guided Work)</a> - 1 for each student</li> <li>● <a href="#">Money and Place Value Worksheet (Independent Work)</a> - 1 for each student</li> <li>● <a href="#">Money and Place Value Worksheet (Extra work)</a> - As required</li> <li>● Vocabulary Words - 1 for each student</li> <li>● Reading Comprehension - 1 for each student</li> <li>● Scenario cards - 1 for each pair</li> <li>● Interest and Career Families Reflection - 1 for each student</li> </ul>
<b>Additional Materials</b> <ul style="list-style-type: none"> <li>● Four index cards with one soft skill scenario printed, one set for each pair</li> <li>● Approximately 50 beads, blocks or other countable objects, one set for each pair</li> <li>● Reading Comprehension handout, 1 for each student</li> <li>● Vocabulary Words, one for each student</li> <li>● Interest and Career Families Reflection (printed scaffolded version as needed)</li> <li>● Art supplies (glue, glitter, markers, etc.)</li> <li>● OPTIONAL but encouraged: Place value unit manipulatives</li> <li>● Pencils, paper</li> <li>● Computers for student use</li> </ul>			
<b>Icons</b>	<b>Activity</b>	<b>Check-In</b>	<b>Review</b>

#### PREPARATION

- Ahead of the lesson, assign students the Education.com place value lesson and download/print the [worksheet](#).
- Review the [Instructional Support Guide](#) and print/prepare referenced scaffolds.
- Print handouts.



- Familiarize yourself with the career matrix on pages 14 & 15 in [Career Clusters Guide 2018](#)
- Familiarize yourself with [O\\*NET](#)
- Familiarize yourself with [Skills to Pay the Bills](#), though it won't be used directly in this lesson.

## INTRODUCTION (20 minutes)

Welcome students to class!

Begin by reviewing the previous lesson briefly. Ask students to share what they learned in the previous lesson about career families and how they can use that information to make informed career decisions. Encourage students to share specific examples.

Lead a quick warm-up activity such as a game of "Simon Says" or a simple brain teaser.

Ask students to pair up with someone they don't know very well yet and have them take turns interviewing each other with some fun, icebreaker questions such as, "What is your favorite movie?" or "If you could have any superpower, what would it be and why?" This will allow students to get to know each other better and encourage them to participate in the upcoming activities.

Introduce the topic of the day - Career Exploration - and explain why it is important to explore different career options before choosing a path. Ask students to share any career goals they may have and what they hope to learn from the lesson. Encourage them to ask questions and participate in the upcoming activities.

Let students know that this session is a continuation of the previous lesson to help them understand career families better.

Review the objectives for this lesson and explain how they will be achieved through the different activities planned for the day.

### Instructor notes:

Be sensitive to students' needs and willingness/reluctance to share at any point and verbalize that your classroom is a safe space.

## VOCABULARY, READING, and WRITING (80 minutes)

Remind students that throughout your time together, every lesson will focus on soft skills.

### SOFT SKILL REVIEW (15 minutes)

Divide the class into small groups of 3-4 students and ask each group to choose one soft skill from the posters created in the previous lessons. Instruct the groups to discuss why they chose that particular skill and to provide an example of how it can be applied in the classroom.

Encourage the students to actively listen to each other and to ask follow-up questions to deepen their understanding of the soft skill being discussed.

Allow 15 minutes for this activity.

### VOCABULARY (25 minutes)

Write these terms on the board or project them on a screen:

- Career Cluster
- Apprenticeship
- Resume
- Interview
- Networking

Assign partners and give each pair a dictionary or allow them to use their computers for the activity. Instruct them to work together to look up each term and find a definition and write it down next to the term.

Once the students have found the definitions, have them work together to create real-life examples or scenarios that show how the terms are applied in various career paths. For example, they can discuss how apprenticeships are commonly found in the skilled trades, or how resumes are important when applying for office jobs.

Allow 20 minutes for this activity, and encourage students to use their creativity and imagination.

Scaffold the activity by providing clear instructions and modeling how to use a dictionary. You can also provide sentence starters to help students formulate their examples, such as "In a (career cluster), (term) is important because..."

Share this example with students: *In an Information Technology career cluster, programming skills are important because programmers use various programming languages to develop software, websites, and other technological applications.*

Have 3-4 volunteer pairs share their examples with the rest of the class. This will allow students to learn from each other and gain a better understanding of the vocabulary terms.

**Instructor notes:** Consider pairing a lower level student with a higher level student for this activity. Consider assigning volunteers before the start of an activity to help prepare them to present their answers to the class.

### READING COMPREHENSION (30 minutes)

Ask students to stay with the same partner for the reading comprehension activity.

Provide each student a copy of the comprehension passage and questions.

Instruct the pairs to take turns reading the article aloud to each other. Encourage them to stop and ask questions or clarify information as needed.

After each partner has had a chance to read the passage, ask them to individually write the answers to the comprehension questions in the handout.

Once the students have finished filling in the answers, have them share their answers with their partner and discuss any differences or similarities in their interpretation of the passage.

Allow 20 minutes for this activity.

 REFLECTION (15 minutes)

✓ Facilitate a short discussion about the passage and encourage students to share their responses to the comprehension questions.

**Instructor notes:** Not all students might be willing/able to write, so allow them to draw their responses or share them verbally.

**Lower Level**

**Higher Level**

Provide sentence starters to help them write the answers as specified in the handout. Allow students to draw their responses or share the answers verbally with their partner.

Encourage students to add another paragraph to the passage with what they know about the different career families from the previous lesson.

**MATHEMATICS (30 min)**

Tell students that they will continue working on place values by applying what they already know to handle money.

Start by reviewing the names and values of different coins and bills, using real examples or visual aids if possible. Make sure all students understand the basic concept of currency and how it is used.

Demonstrate how to read and write money amounts, using a variety of examples that illustrate different place values. Emphasize the importance of aligning the decimal point and using the dollar and cent symbols correctly.

Write the following amounts of money in the appropriate place value boxes on the board:

1. \$9.08
  - a. Explain that the digit 9 represents 9 dollars, the digit 0 represents 0 cents, and the digit 8 represents 8 cents. Highlight the decimal point separating the dollars and the cents.
2. \$123.45
  - a. Explain that the digit 1 represents 1 hundred or 100 dollars, the digit 2 represents 2 tens or 20 dollars, the digit 3 represents 3 dollars, the digits 45 represent 45 cents as they follow the decimal point.

Distribute this [worksheet](#) and solve the first three problems on the board and ask students to fill their sheets as you take them through the steps.

Solve the next two problems with the class, pause to explain the solution and invite responses from students.

Call on 1-2 volunteers to solve the remaining problems on the board and encourage the rest of the class to check if the answers are correct.

Distribute this [worksheet](#) and have students work on them independently. Solve the first problem on the board and clarify any questions that come up.

Circulate the classroom to provide assistance as needed. Guide students to check the place values as they write the answers.

Allow 15 minutes for this worksheet.

 REFLECTION (10 minutes)

Review answers with the class, discussing common mistakes or misunderstandings.

Wrap up this section by asking students to share how understanding place values in relation to money will help them in their lives.

**Lower Level**

Consider pairing students up if they find it difficult to write the amounts using the correct place values. Extend the time if required.

**Higher Level**

Provide an additional [worksheet](#) if students finish the previous worksheet before the end of the allotted time.

**GROUP PROJECT (45 min)**

 RESEARCH and DISCUSSION

Inform students that they will complete an online survey to help them find out their interests and how they connect to the 16 career families. Reiterate that there are not right or wrong answers for the questions in the survey.

Tell students that at the end of the survey, they will receive scores for their interest profile. The interest profiles are categorized as Realistic, Investigative, Artistic, Social, Enterprising, Conventional. The scores against each will help them understand what kind of career they might find exciting. Highlight that working in a career that meets their interests will make each day at work fun and rewarding.

Instruct students to complete this [survey](#) independently.

Allow 20 minutes to complete the survey and to review their interest profiles at the end of the survey. Encourage students to click on each profile hyperlink to understand what kind of work is ideally mapped to it. Ask students to fill out the **Interest Profile and Career Families - Reflection** handout with their top 3 scores and jot down what kind of work they like using the information from the links.

Walk around and help students interpret their results as required.

Divide students into groups of 3 based on their top interest areas. For example, group students with a high score for investigative profiles together, those with a high score for artistic profiles together, etc.

Share [Career Clusters Guide 2018](#) with students and direct them to open pages 14 & 15. Have them read through and discuss the sample occupations for their interest category. For example, the artistic group will focus on jobs listed under the artistic column for each cluster. Write the following questions on

the board or project them to encourage groups to discuss the following questions as they explore the sample jobs. Ask students to write down their reflections in the handout.

- Which career cluster are you most interested in?
- Are there any occupations listed in your top career cluster that surprise you? Why or why not?
- How do the sample occupations listed under your top career cluster match your personal interests and strengths?
- Do you think your top interest category aligns with any career or job you have previously considered or pursued? If not, how might you explore new career options that match your interests?

Allow 20 minutes for this activity. Walk around and observe individual groups to check if all students are participating.

Tell students that they will continue exploring this matrix in the next lesson as well.

**Instructor note:** There may be multiple small groups for the same profile. The purpose of this grouping is to help students work in small groups with those having similar interests to review the career matrix mapped to the 16 career families and discuss the common jobs listed.

Lower Level	Higher Level
Provide extra time to fill the reflection form.	Encourage students to write detailed responses to the discussion questions and use different sources to read further about the occupations that interest them.

**Instructor notes:**

Make a note of the groups, as students will continue working with the same group in the next lesson to explore the career matrix further.

**PARTNER WORK TIME (50 min)**



Pair students up.

Tell students that they will practice the soft skills they've learned in previous lessons with each other through a fun activity.

Distribute the scenario and rubric handouts to each pair. Take them through the directions and explain how to critique each other's demonstration using the rubric.

Inform students that they will only practice four soft skills in this lesson.

Give each pair either 50 beads of different sizes or 50 blocks of different sizes. You can also consider giving 50 items of any other countable objects such as coins, paper clips, pencils, etc. if you do not have sufficient quantities of blocks or beads. Explain that these objects will be used during the teamwork scenario.

Clarify any questions students have about the scenarios.

 REFLECTION (10 minutes)

Have two volunteers share their chosen demonstration with the rest of the class.

Wrap up this section by asking students to think about how the skills they practiced now will help them in the occupations that interest them the most and share with their partners.

**Instructor note:** Allow 5 minutes for each partner for Communication and Enthusiasm & Attitude. Allow 10 minutes for each pair to demonstrate Teamwork and Problem Solving and Critical Thinking. This should take 40 minutes to complete. If the students complete the activity early, consider having additional volunteers to demonstrate scenarios.

Lower Level	Higher Level
No differentiation	No differentiation

## WRAP-UP & REFLECTION (15 min)

### ◉REVIEW

Have students reflect on how these skills they demonstrated will help them in the career cluster they researched.

Ask volunteers to share their thoughts.

Facilitate a short discussion about the importance of developing and practicing these soft skills to help them in their chosen career path.

Set a timer for 3 minutes and instruct students to take turns giving compliments to their partner.

Encourage them to be specific and thoughtful in their compliments, and to take the time to really listen to and appreciate what their partner has to say. Bring the class back together and ask for volunteers to share any particularly meaningful or memorable compliments they received.

Distribute exit slip to students.

Ask for a few volunteers to share their reflections.

Collect and review answers.

### **Instructor notes:**

Inform students that the reflection slip will be the same after every lesson. Take some time reviewing each question on the slip and pause for student questions. Provide any assistance completing the slips for this and the next few classes until students are comfortable with the process.

## Vocabulary Words

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Find the definition for the following words using a dictionary or your computer/phone and fill them in the space provided.

**1. Career Cluster :**

\_\_\_\_\_  
\_\_\_\_\_

**2. Apprenticeship :**

\_\_\_\_\_  
\_\_\_\_\_

**3. Resume :**

\_\_\_\_\_  
\_\_\_\_\_

**4. Interview :**

\_\_\_\_\_  
\_\_\_\_\_

**5. Networking :**

\_\_\_\_\_  
\_\_\_\_\_

## Reading Comprehension

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:**

- Read the passage out loud to your partner.
- Write down the answers to the questions in the space provided, independently.
- After writing all the answers, discuss them with your partner.
- Ask your instructor for help if you need it.

### Exploring Different Careers

Have you ever thought about what kind of job you would like to have? There are so many different jobs out there! Some jobs involve working with animals, like taking care of pets as a veterinarian or studying animals as a zoologist. Others involve working in a hospital, like helping sick people as a nurse or taking care of patients as a doctor. Some people work with computers, like creating websites as a web developer or designing software as a programmer. And some people work in construction, like building houses as a carpenter or fixing electrical systems as an electrician.

One way to learn more about different jobs is to talk to people who work in those fields. They can tell you what their job is like and what they enjoy about it. You can also read books or articles about different careers. Another way is to visit a career fair, where you can talk to people from different companies and learn about what they do.

**Questions:**

1. What are some jobs people can do with animals?
2. Where do doctors and nurses work?
3. What is one way to learn more about different jobs?
4. Have you ever been to a career fair? What might you learn there, if you go to one?

## Reading Comprehension

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:**

- Read the passage out loud to your partner.
- Write down the answers to the questions in the space provided, independently.
- Use the sentence starters to help you write your answers.
- After writing all the answers, discuss them with your partner.
- Ask your instructor for help if you need it.

### Exploring Different Careers

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One way to learn more about different jobs is to talk to people who work in those fields. They can tell you what their job is like and what they enjoy about it. You can also read books or articles about different careers. Another way is to visit a career fair, where you can talk to people from different companies and learn about what they do.

**Questions:**

1. What are some jobs people can do with animals?	Some jobs people can do with animals are ...
2. Where do doctors and nurses work?	Doctors and nurses work in ...



<p>3. What is one way to learn more about different jobs?</p>	<p>One way to learn about different jobs is ...</p>
<p>4. Have you ever been to a career fair? What might you learn there, if you go to one?</p>	<p>I have/have not been to a career fair. If I went, I would learn about.....</p>

## Interest Profile and Career Families - Reflection

**Directions:**

- Complete the Interest Profiler online survey and record your top 3 interest categories
- Click on each interest category hyperlink to read about the type of work you might like
- Use the information from the survey and the links to complete the "Interest Profiler" section
- Discuss the sample occupations in your top interest category with your group and answer the reflection questions in the "Career Cluster Matrix" section of the graphic organizer.

### INTEREST PROFILER

My Top Three Interest Profiles Are	Score	Type of Work I Like
1.		
2.		
3.		

### CAREER CLUSTER MATRIX

1. My top interest profile is \_\_\_\_\_.
  
2. The career cluster that interests me the most is \_\_\_\_\_.
  
3. The occupation I find the most surprising in the career cluster for my interest profile is \_\_\_\_\_.  
 It is surprising because \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_.



4. The occupations listed under the career cluster I like match my strengths because

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5. The occupations listed under my top interest category and preferred career cluster \_\_\_\_\_(align / do not align) with work I have previously done.

6. One way I can pursue the new career options that match my interest is

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Additional reflection:

## Scenarios

**Directions:** Decide who is Partner A and who is Partner B. Take turns acting out the different scenarios with your partner. After each scenario, use the rubric to give your partner a score. Keep playing until you have acted out all the scenarios. Share your final scores with your partner.

### **Communication:**

Partner A will describe a simple object to Partner B without using the object's name. Partner B will then try to guess what object Partner A is describing.

### **Enthusiasm and Attitude:**

Partner A will be given a random topic and will have to speak for 2 minutes about why they are excited about it. Partner B will observe and provide feedback on their partner's level of enthusiasm and attitude.

### **Teamwork:**

Partner A and Partner B will have to work together to count the given beads or blocks as quickly and accurately as possible within 5 minutes.

### **Problem Solving and Critical Thinking:**

Partner A is trying to plan a surprise birthday party for their friend, but they're not sure what theme to choose or what activities to include. Partner A and Partner B will work together to brainstorm ideas, evaluate options, and come up with a plan for the party.

## Feedback Rubric

<b>Soft Skills</b>	<b>Score (1-3)</b> 1 - Needs Improvement 2 - Satisfactory 3 - Great Job
<b>Communication</b>	
<ul style="list-style-type: none"> <li>● Uses appropriate language and tone</li> </ul>	
<ul style="list-style-type: none"> <li>● Maintains eye contact</li> </ul>	
<ul style="list-style-type: none"> <li>● Listens actively</li> </ul>	
<ul style="list-style-type: none"> <li>● Provides feedback and responds to questions</li> </ul>	
<b>Enthusiasm and Attitude</b>	
<ul style="list-style-type: none"> <li>● Displays enthusiasm</li> </ul>	
<ul style="list-style-type: none"> <li>● Shows interest</li> </ul>	
<ul style="list-style-type: none"> <li>● Uses appropriate language and tone</li> </ul>	
<ul style="list-style-type: none"> <li>● Displays confidence</li> </ul>	
<b>Teamwork</b>	
<ul style="list-style-type: none"> <li>● Shares ideas and feedback</li> </ul>	

<ul style="list-style-type: none"> <li>• Shows respect for team members</li> </ul>	
<ul style="list-style-type: none"> <li>• Communicates effectively</li> </ul>	
<ul style="list-style-type: none"> <li>• Works towards achieving common goals</li> </ul>	
<b>Problem Solving and Critical Thinking</b>	
<ul style="list-style-type: none"> <li>• Analyzes the situation</li> </ul>	
<ul style="list-style-type: none"> <li>• Brainstorms solutions</li> </ul>	
<ul style="list-style-type: none"> <li>• Evaluates options</li> </ul>	
<ul style="list-style-type: none"> <li>• Implements and assesses results</li> </ul>	

## Reflection Exit Slip

In one sentence, describe what you learned in this lesson.

Today, I learned \_\_\_\_\_.

Is there anything you still need help understanding?

One question I have is...

Circle the emoji that shows how you feel about your mastery of content in this lesson.



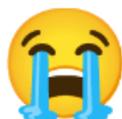
Happy



Smart



Confused



Sad



Angry