CAREER AND COLLEGE DEVELOPMENT

LESSON 6-9 ▲ THE WIDE WORLD OF CAREERS

**LEARNING GOALS/OUTCOMES**

* Define paid activities as a “job” or “career.”
* List more than 40 different careers.
* Sort careers into logical career fields.

**MATERIALS NEEDED**

* **Student Handouts:**
* Career Categories
* Interesting Jobs, Interesting Careers
* Journal Page

**CLASSROOM ACTIVITIES**

1. **Students are surveyed about the work their families do to make a living**. Ask students to get out a blank piece of paper. Ask them to list the names of four working relatives on the left side of the paper (parents, aunts or uncles, brothers or sisters, etc.). On the right side, ask them to name each person’s type of work.
2. **Students are surveyed for types of work.** Ask students to come to the board and write the name of one type of work. Advise students to write unique types of work – if they see the type of work they were going to post is already listed, write a different one. Look over the types of work listed and remove any duplicates. Ask students to find a type of work on their list that is not listed on the board and come up and post it. Try to get 40 to 50 occupations listed on the board.

Tell students that these 40 – 50 occupation titles represent less than 1% of the more than 10,000 different types of work available to them. However, most people can’t name even 1% of the work options available to them. Today’s class will help to increase each student’s awareness of what types of work people do in the world today.

1. **Students are introduced to the various career fields.** List the following categories on the board:

Arts and Entertainment

Business

Education

Law and Government

Manufacturing and Trade

Medicine and Health

Science and Technology

Social Services

Place students into eight equally-sized groups. Randomly assign each group a category. Provide each group with the *Career Categories* Handout. Ask each group to generate a definition of their category. Move from group to group to help direct their definition and clarify misinformation. Gather up the handouts from each group and redistribute them, so each group has someone else’s handout. Have a spokesperson from each group read out the definition to the class. Have the other groups add to the definition and ask questions

1. **Students generate a list of occupations for their category**. Give each group two minutes to come up with 3-5 occupations for this category. Encourage students to use occupations listed on the board, if they fit the category. At the end of the time, have groups “switch” handouts with the group to the left. Give them another two minutes to come up with 3-5 new-to-the-list occupations. Repeat until each group has had an opportunity to contribute to each category. Post the eight handouts where they can be easily viewed in the classroom.
2. **Students learn the difference between a “job” and a “career.”** Ask students to return to their individual desks. Tell them the following three short stories.

“Jennifer needs a job. She has rent to pay for her apartment, insurance and gas to purchase for her car, food to buy to stay healthy, and bills to pay for her phone, cable, gas, and water. She also likes to go out with her friends, and that always seems to cost money. But Jennifer has no income – she does not do any work where people pay her a wage. It will not be long before Jennifer will be unable to afford the basics of life. Jennifer needs a job soon.”

“Larry has a job – he works for a landscaping company, pulling weeds, pouring cement, planting flowers, mowing lawns, building rock walls, etc. He has enough money to live but he is not happy in his work. The job pays him a financial salary but not an emotional one. What he really loves is music. He plans to have a long career in music, and will be going to college to study music in September. Landscaping is just his job; he does not plan for it to be his career.”

“Karen works with Larry; she has been an Urban Landscaper for 14 years. She loves being outdoors, enjoys designing gardens and yards, and time just seems to disappear when she is busy planting and grooming a lawn. Karen has done many jobs in the landscaping field, and has loved them all. Karen is an expert in landscaping; she has made a career out of this type of work. Although she is considering pursuit of another career as a Florist, she will always love her career in landscaping.”

Ask students to define the difference between a ‘job’ and a ‘career’, based on these stories.

Settle on these definitions, which you should write on the board:

**Job** – something that you do for pay.

**Career** – a professional field in which you explore interests and develop expertise over time.

Tell students that everyone defines their own career plans. Jobs are things you do along the way to maintain income. Something that starts out as just a ‘job’ can become part of a long ‘career’ in that field, if the individual decides to develop themselves in that area.

1. **Students quantify types of work as a ‘job’ or a ‘career’**. Give each student a copy of *Interesting Jobs, Interesting Careers*. Have students use the definitions of “job” and “career” to categorize each type of work. Ask students to begin by surveying the eight lists of types of work posted around the classroom. Their task is to identify ten possible ‘careers’ that they might like to pursue. They are also expected to identify ten possible types of work that could be jobs for them someday (but not a career they would pursue).
2. **Students write interesting new types of work into their journal.** Distribute the Journal Page to each student and ask them to list two or three occupations that they never heard of before today and that they find interesting. What interests them about these types of work? What other types of careers are they considering for their future?

**STUDENT PRODUCTS**

* **Completed *Career Categories* Worksheet**
* **Completed *Interesting Jobs, Interesting Careers Worksheet***
* **Completed *Journal Page***

CAREER AND COLLEGE DEVELOPMENT

LESSON 6-9 HANDOUT

 CAREER CATEGORIES

**Occupations can be sorted into the following categories:**

Arts and Entertainment

Business

Education

Law and Government

Manufacturing and Trade

Medicine and Health

Science and Technology

Social Services

**For the category assigned to your group, provide a definition:**

Category:

Definition:

**Brainstorm as many types of work in this category as you can.**

CAREER AND COLLEGE DEVELOPMENT

LESSON 6-9 HANDOUT

 INTERESTING JOBS, INTERESTING CAREERS

Identify ten possible ‘job’ fields for you in your future and ten different potential career interests. Write the name of the type of work in the spaces below.

**Possible Job Fields** **Potential Career Interests**

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LESSON 6-9 HANDOUT

 JOURNAL PAGE

**DATE:**

**Lesson 6-9 | *THE WIDE WORLD OF CAREERS***

***Q1:*** Identify two or three types of work discussed today that you had never heard of before and that seem interesting to you. What aspect of each career interests you?

***Q2:*** What other career possibilities are you considering for your future?

***Answers:***